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ABSTRACT

This catalog of protocol materials was prepared under the State of Florida Department of Education. The materials listed have been developed by selected centers and institutions throughout the country. The catalog is divided into three sections. In section 1, information is provided for each set of materials which has already been developed, including name of institution, content, description of materials, coordinates of the concepts from the master coordinate system, and additional information. Section 2 contains an alphabetical-by-institution listing of the projects for the current developmental year. It contains name of institution and director, listing of proposed concepts and description of proposed materials. Section 3 contains an explanation of the master coordinate system, which is intended for classification of concepts only, not for retrieval or as an identification number system. (Author/MJM)

ED 075349

A CATALOG OF PROTOCOL MATERIALS IN TEACHER EDUCATION

1972 REVISION

PRODUCED FOR
THE STATE-WIDE
PROJECT FOR
CHANGING
TEACHER EDUCATION
THROUGH THE USE OF
PROTOCOL MATERIALS
(REPRINT)

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SP 006 258

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DEPARTMENT OF EDUCATION • TALLAHASSEE / FLORIDA • FLOYD T. CHRISTIAN COMMISSIONER

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ED 075349

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The Original catalog was prepared by:

Dr. George H. Kincaid
University of South Florida
Tampa, Florida

July, 1971

This revision was produced by members of the staff of the Florida Department of Education.

December, 1972

This public document was promulgated at an annual cost of $378.93 or $.57 per copy for use in protocol materials workshops to train teacher educators in identifying and securing protocol materials for field testing.

FOREWORD

This catalog of Protocol Materials was prepared under the State of Florida Department of Education Project for Changing Teacher Education Programs Through the Use of Protocol Materials.

The materials listed have been developed by selected centers and institutions throughout the country as a part of the Protocol Materials Project of the Bureau of Educational Personnel Development of the U.S. Office of Education.

Under this project, committees have been instituted to direct the development, testing, evaluation and dissemination of Protocol Materials produced by participating institutions and each step in the process is subject to the scrutiny and approval of these committees. Thus, the catalog contains descriptions of materials which, at the present time, are not available for general distribution but are still within the category of evaluation and testing.

The purpose of this catalog is to make available to persons directly concerned with the initial development and testing of materials, information about the nature and purpose of existing materials. It is also to be used in assisting those interested in the field-testing of materials to locate and to assess the relative merits of materials which may be beneficial to them and to their own institutions in the teacher- training process.

The information contained herein is taken directly from the reports of those who developed the materials, and the descriptions of materials are presented as they were received by the editor. Editorial prerogative has been taken only in the organization of information and in the deletion of data not considered relevant to this particular document.

Present planning by the Florida Project calls for frequent updating and revision of the cataloging of information dealing with both protocol and training materials. As new materials are developed and old ones revised, the catalog will reflect these additions and changes.

PREFACE

In this edition, materials are listed by subject matter areas. The user will quickly realize that many of the materials could be used in areas of teacher education other than those indicated. Thus, the use of such categories should not be taken as a limitation of use to any specific area of knowledge or of teaching.

In some cases it may be possible to select an individual protocol and its accompanying materials for use in an isolation from the other protocols produced by a particular project. However, the developers of these materials have tended to view the concepts which are listed as part of a package or set. In most cases a set of materials has been produced by the developer during each developmental year.

This catalog is divided into three major sections. In Section I the following information is provided for each set of materials which has already been developed.

1. Name of Institution and Staff
2. Content (includes concepts and their definitions)
3. Description of Materials (includes titles of films)
4. Coordinates of the Concepts from the Master Coordinate System*
5. Additional Information

Since it is possible that the materials produced in one year would fit in one subject matter area while the materials produced in another year would fall into a different area, any one producer may be found in two or even three different places in Section I. At other times the sets of materials from one project will fall one after another in this section.

The second major section contains an alphabetical by institution listing of the projects for the current developmental year. It contains:

1. Name of Institution and Director
2. Listing of Proposed Concepts
3. Description of Proposed Materials

* Section III contains an explanation of the Master Coordinate System. This system is intended for classification of concepts only, not for retrieval or as an identification numbering system.

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EDUCATIONAL PSYCHOLOGY

Indiana University (Set I) 3

Michigan State University (Set II) 7

Teaching Research (Set II) 9

NAME OF INSTITUTION AND STAFF:

Indiana University
School of Education
Bloomington, Indiana 47401

David Gliessman
Barbara Robertson
Joy Kleucker

CONTENT: (SET I)

COGNITIVE INTERACTION

001 Level of Questioning and Response - The level of a question or of a response is determined by the complexity of thought reflected in it. Lower level questions and responses call for, or reflect, relatively less complex thought processes.

002 Memory Level Question and Response - A question or response that reflects only the recognition or recall of previously learned information. Such information may include terms, facts, methods or procedures, concepts, principles. The primary thought process reflected is that of recall.

003 Interpretive Level Question and Response - A question or response that goes beyond the recall or recognition of previously learned information. This is distinguished from memory level questions and responses in that accurate recall or recognition of previously learned information alone is insufficient for an adequate response.

AFFECTIVE INTERACTION

004 Direct Influence or Dominative Behavior - Dominative behavior or direct influence shall include any teacher behavior that displays strict control, firm guidance or restrictive channeling of student behavior. Such behaviors may include criticism of students, failure to seriously consider student options, pressing for changes in student behavior, etc.

005 Indirect Influence or Integrative Behavior - Integrative teacher behavior or indirect influence exhibits nonrestrictive or supportive reactions to student responses. Examples may include open-ended questions, encouragement of student opinions, non-threatening statements, etc.

CLASSROOM MANAGEMENT TECHNIQUES

006 Disruptive Behavior - Any behavior which disrupts or interferes with the activities of others will be considered as disruptive. The disrupted person(s) may be either the teacher or other students.

007 Disciplinary Techniques - Any techniques which the teacher uses to manage disruptive behavior is called a disciplinary technique. These techniques may be used before the disruption occurs in order to prevent it, or afterwards to stop it.

008 Desist - A general class of disciplinary techniques which are used by the teacher to stop disruptive behavior after the behavior occurs. It can be any behavior on the part of the teacher. There are different kinds of desist, four of which will be discussed here. These are:

1. Task focus - Emphasizing the connection between a teacher's demands and the work to be done. The teacher reminds the students of the outcome of not doing the assigned task. Task focus can also be used as a non-desist before the occurence of the disruptive behavior to prevent its taking place. In this case, it will not be considered a desist.

2. Defining the limits - Establishing conduct norms for the class; that is, informing students what the boundaries of acceptable behavior will be and when the behavior will be regarded as disruptive. Defining the limits, like task focus, can be used before the occurence of disruptive behavior as a non-desist disciplinary technique.

3. Visual prompting - An unobtrusive presentation of cues to stop the disruption. It consists of non-verbal communication between the teacher and the student who is engaged in the disruptive behavior. In other words, visual prompting is the use of non-verbal cues by the teacher which have been seen by the disrupting student and which stop the disruptive behavior.

4. Simple desist - The use of verbal language by the teacher to put an end to the disruptive behavior. This is a kind of desist which cannot be identified as task focus, defining the limits, or visual prompting.

009 Directive Behavior - Behavior that is aimed at maintaining a high degree of control over the content and outcome of an interview. Forms of directive behavior include doing most of the talking in an interview, making judgments, and giving advice.

1. Talk time - The amount or proportion of time an individual speaks in any verbal exchange.

2. Judgmental behavior - Critically evaluating the ideas, opinions, beliefs or actions of someone else. Often has moral connotations (good or bad, right or wrong, etc.).

3. Advice-giving - Suggesting what decision another person should make or what action he should take. Offering an opinion about what he should do to resolve a problem.

010 Non-Directive Behavior - Behavior that is aimed at giving the student a high degree of control over the content and outcomes of an interview. It may be partially characterized by an absence or extremely minimal amount of judgmental behavior and advice-giving, and also it allows for the ratio of talk time to be in the favor of the student.

011 Attending Behavior - Showing by physical or behavioral signs the extent to which one is attending to, or listening to, what another person is saying. Evidences of attending behavior can be found in eye contact, posture, facial expression, and tone of voice.

DESCRIPTION OF MATERIALS:

The materials in Set I consist of a 23-minute, 16mm motion picture film in color in addition to a cassette audio tape. Generally, a 16mm projector and screen will be required to use the material; use of the cassette audio tape (which is used for only one segment of the materials) requires an audio cassette recorder.

A manual designed for instructors and/or students is provided for each set of protocol materials. The manual is about 50 pages in length. Instructors can use the materials in small group discussions, lectures or lecture-discussion in the classroom, or in individual study. The materials should be useful for both preservice and in-service teachers in Educational Psychology as well as other professional education courses.

MASTER COORDINATE SYSTEM:

All Concepts - Tp, C, A

ADDITIONAL INFORMATION:

Printed tests are not available separately for the materials in Set I. Informal objective tests are included, however, in the manual.

Materials in Set I have been evaluated systematically; a published report on this evaluation is available on request.

NAME OF INSTITUTION AND STAFF:

Michigan State University
College of Education
518 Erickson Hall
East Lansing, Michigan 48823

Judith E. Henderson
J. Bruce Burke

CONTENT: (SET I)

001 Operant Learning - A change in behavior which results from the immediate consequences that follow the behavior

002 Positive Reinforcement - The presentation of a rewarding stimulus following a response; the presentation of the reward (stimulus) contingent (dependent) upon the occurrence of a specific behavior (response). The result of the stimulus presentation is that it increases the probability that the response will be repeated.

003 Shaping - The selective or differential reinforcement of successive approximations of the desired terminal behavior. The initial criterion response must exist in the person's behavior.

004 Negative Reinforcement - The removal of a painful stimulus (aversive situation) that is contingent upon a response (behavior). The removal of pain increases the probability that the behavior will be continued.

005 Respondent Learning - A change in behavior which results from the pairing of two stimuli. Initially, the first stimulus (an unconditioned stimulus) elicits a particular behavior whereas the second stimulus (a conditioned stimulus) does not elicit this behavior. Following a number of experiences in which the two stimuli occur together in time and space, the stimuli become so closely associated that the conditioned stimulus elicits similar behavior to that originally elicited only by the unconditioned stimulus.

006 Model Learning - Behavioral change that occurs as a result of observation (direct/indirect) of both another person's behavior and its consequences.

DESCRIPTION OF MATERIALS:

Ten 16mm films, black and white. Each segment is five min. in length. Available in Super 8 Cassettes: model 60, A.B. Dick. A 16mm projector, screen, or A.B. Dick Model 60 projector would be required. All segments are geared for a very wide population. They were initially developed for pre-service students in teacher education in a first course in Educational Psychology. They can, however, be used in graduate courses in Learning or Psychology. The materials are adaptable to a variety of means of presentation. They have been used in carrolls for individual learning and can be used in large lecture sections or in small seminars. They can also be used for closed-circuit TV.

MASTER COORDINATE SYSTEM:

All Concepts - Tp, C, E

ADDITIONAL INFORMATION:

001 Behavior, Consequences, Temporal relationship, Behavior change.

002 Behavior, Rewarding stimulus, Contingency, Temporal relationship.

003 Initial criterion behavior, Selective or differential reinforcement, Successive approximations.

004 Behavior, Aversive stimulus, Behavior change, contingency.

005 Unconditioned stimulus, Unconditioned response, Conditioned stimulus, Pairing, Conditioned response.

006 Direct or indirect presence of a model, Model's behavior, Consequences to the model, Observer attending to the model, Observer exhibiting behavior similar to that exhibited by the model.

An extensive introductory handbook has been developed for the initial concepts. There is a specific guide for each film. Lengths of guides vary with each film. There are two guides for the Respondent Learning film. One takes the inductive approach while the standard guide uses a deductive approach. The inductive approach was developed for evaluation purposes.

The cost for these protocols is:

$20.00	per 16mm film segment
$ 6.00	per cassette
$ 1.00	per package of printed material plus a nominal fee for shipping

NAME OF INSTITUTION AND STAFF:

Teaching Research
Oregon State System of
Higher Education
Monmouth, Oregon 97361

Rod E. Myers
Milford Jones

CONTENT: (SET II)

001* Psychological Set - A predisposition to behave in a predictable way as a result of the individual's past experience.

002* Flexibility of Thinking - Involves the modification of ongoing behavior to adjust to a situation.

003* Perseveration - Repetitious behavior which becomes unproductive or dysfunctional for the individual in solving problems or adapting to circumstances.

004 Learning Set - A way of organizing and sequencing learning tasks so that mastery of later tasks in the sequence is facilitated by mastery of the early tasks.

DESCRITPION OF MATERIALS:

The concepts marked with an (*) were dealt with during the 1971-72 production year. The producer considers the four concepts to be an integrated package, and for this reason all four concepts are listed together.

Three 16mm color films have been produced to illustrate the concepts of set, flexibility of thinking, and perseveration. Printed guides accompany the films to guide discussion. Handouts and typescripts for use by the trainees are also included.

MASTER COORDINATE SYSTEM:

All Concepts - P, C, Ce, Pa

ADDITIONAL INFORMATION:

Work during the 1972-73 production year will concentrate on further explication of the concepts from 1971-72 with the addition of learning set. The use of 16mm color film will continue to be used.

The two shooting sites for the projected films are Portland and Monmouth. An urban school has been selected as the site for "Learning Set." The initial shooting for this concept will be with a video tape recorder. Tape recordings will be made of related activities and these will be included in the field test package.

LANGUAGE ARTS, ENGLISH, READING, SPEECH

Bucknell University (Set I) 13

Bucknell University (Set II). 15

California State University, Northridge (Set I) 17

California State University, Northridge (Set II). 19

Ohio State University (Set I) 23

Ohio State University (Set II). 27

Southern Illinois University 29

NAME OF INSTITUTION AND STAFF:

Bucknell University
Department of Education
Lewisburg, Pennsylvania 17837

William H. Heiner

CONTENT: (SET I)

001 Reading Rates - With respect to reading materials with controlled vocabularies, children can be described as having competence to read some materials independently, some materials with instruction, and some materials not at all.

002 Word by Word Reading, Oral Reading - Learners read each word in sentences as if the words were from a list. This is significant in the behavior of learners who have had several years of training.

003 Phonetic Analysis - The reader can verbally demonstrate probable sound values for letters and letter groups in words which he has not seen in print before.

004 Letter Identification - The child appears to respond automatically to letter stimuli by correctly naming the letter of the alphabet.

005 Auditory Discrimination - The ability to hear differences and similarities between words with respect to the phonemes.

DESCRITPION OF MATERIALS:

There are five 16mm films, black and white. The materials may also be obtained as audio tapes of sound tracts. Length varies from 15 min. to 20 min. They can be used over a period of five 50 min. classes or more. A 16mm projector and screen or magnetic tape recorder are required for use.

Objectives of the materials are stated in accompanying manuals. They are also specified in the films.

Response sheets for students and teachers' manuals containing bibliographic entries are included. The films were designed primarily for undergraduate education students. They can be used for in-service training and for both graduate and undergraduate students.

MASTER COORDINATE SYSTEM:

001 P, Tp, Pc, Ic, C, Ch
002 P, Tp, Pc, Ic, C, E, Ch
003 P, Tp, Pc, Ic, C, Ch
004 P, Tp, Pc, Tc, C, E, Ch
005 P, Tp, Pc, Ic, C, E, Ch

ADDITIONAL INFORMATION:

Films contain self-imbedded tests which allows the teacher to observe the outcomes or degree of understanding. Answer sheets are provided to students.

The cost of these protocols is approximately $200.00 for the five films.

NAME OF INSTITUTION AND STAFF:

Bucknell University
Department of Education
Lewisburg, Pennsylvania 17837

William H. Heiner

CONTENT: (SET II)

001 Word Identification Cues
002 Mis-Associations in Reading
003 Eye-Voice Span
004 Oral and Silent Reading

a. Letter Identification - revision of 1970-71 materials
b. Phonic Analysis - revision of 1970-71 materials
c. Word-by-Word Oral Reading - revision of 1970-71 materials
d. Individual Reading Rates - revision of 1970-71 materials

DESCRIPTION OF MATERIALS:

All films are 16mm. black and white and are approximately twenty minutes in length. Instructors guides accompany each film, and response sheets for the trainees are provided. An option available is an audio tape of the sound portions of each film. Appropriate guides and response sheets also accompany the audio tape version.

MASTER COORDINATE SYSTEM:

All Concepts P, Ce, C, E, Ch

ADDITIONAL INFORMATION:

The four concepts indentified by a, b, c, and d are revised versions of materials produced during the 1970-71 production year. The materials package includes both of the options available in the 1971-72 materials. The names of the concepts identify the films.

Objectives for the materials are stated in both the accompanying written materials and in the films. Self-imbedded tests are contained within the films and are designed to allow the instructor to observe outcomes or degree of understanding.

NAME OF INSTITUTION AND STAFF:

California State University
Northridge
Protocol Materials in English
Arnold House
Northridge, California 91234

Richard W. Lid
Philip Handler
Mitchell Marcus

CONTENT: (SET I)

CONVENTION

Convention is that quality of a work of literature which consists of those traditional and emerging patterns that lend support and control to the content of the work.

001 Verbal and Non-Verbal Elements in Drama

002 Characterization in Drama

003 Theme and Symbol in Drama

004 Assignment: Biography

DESCRIPTION OF MATERIALS:

The medium is 16mm black and white film. The one film "Assignment: Biography" runs about 18 minutes. The other three are between eight and ten minutes each.

There is one guide per film, and the length of each guide varies. The average is about 15 to 20 pages with a transcript of the film, statement of the concept, and discussion questions.

MASTER COORDINATE SYSTEM:

All Concepts K, Ar, A

ADDITIONAL INFORMATION:

This protocol unit is in the area of knowledge not pedagogy. The materials are segments of class hours with the concepts contained within them. The behavior being focused upon is not the interaction of teacher and pupil, but rather the literary transaction between the student and a text.

NAME OF INSTITUTION AND STAFF:

California State University,
Northridge
Protocol Materials in English
Arnold House
Northridge, California 91234

Richard W. Lid
Philip Handler
Mitchell Marcus

CONTENT: (SET II)

RESPONDING TO LITERATURE

Qualities of Content

Those qualities contained in works of literature which provide insights into human behavior and which produce emotional responses in the reader.

001* Psychological Content of Literature - That content of a work of literature which reveals the nature of human motivation as exemplified in the imaginative world of the literary work.

002* Sociological Content of Literature - That content of a work of literature which reveals how conflict and harmony make up the interaction of man and society as exemplified in the imaginative world of the literary work.

003* Ethical Content of Literature - That content of a work of literature which reveals the consequences of human behavior and permits the derivation and testing of systems of values with which to judge that behavior as exemplified in the imaginative world of the literary work.

004* Ideological Content of Literature - That content of a work of literature which reveals the direction and constraints of mind that underlie a body of beliefs as exemplified in the imaginative world of the literary work.

005 Epistemological Content of Literature - That content of a work of literature which reveals the nature, extent, and limitations of ways of knowing as exemplified in the imaginative world of the literary work.

006 Ontological Content of Literature - That content of a work of literature which reveals the underlying assumptions and the conclusions drawn about the nature of reality as exemplified in the imaginative world of the literary work.

* Denotes concepts for which materials have been developed. All ten concepts are presented here because the producer feels that they constitute a series.

Qualities of Form

Those qualities contained in works of literature which give definition, identity, and meaning and which produce aesthetic responses in the reader.

007 Diction - That quality of a work of literature which contributes to meaning through the denotative and connotative aspects of the language of the work.

008 Authorial Voice - That quality of a work of literature which illuminates what happens, what is said, and what is thought in the work by revealing particular and individual traits or techniques of the author.

009 Structure - That quality of a work of literature which provides order and artistic wholeness and which reveals the principles of selection, organization, and relation of part-to-part and part-to-whole.

010 Convention - That quality of a work of literature which consists of those traditional and emerging patterns that lend support and control to the content of the work.

DESCRIPTION OF MATERIALS:

The titles of the films reflect the concepts (e.g., "Motives" is the title of the film dealing with the psychological content of literature; "Beliefs and Ideas," the ideological content); the films are 16mm color and average 10 minutes running time. Guides accompany the films.

MASTER COORDINATE SYSTEM:

All Concepts K, Ar, A

ADDITIONAL INFORMATION:

The nature of literature is such that each text evokes an individualized response. Each reader is conditioned by his past experience--by the society he grew up in, his ethnic background, his economic status, his schooling, his own drives and desires. These direct and limit his responses in various ways. Therefore the teaching of literature requires an understanding of the various qualities in the literary work that produce responses in readers and the various kinds of responses they produce. By allowing and encouraging the students to articulate and to understand their responses to the literary work, a teacher may avoid two different kinds of closure: that of the student's participation in the work

of the class and that of the student's transaction with the literary text. It is this second kind of closure that is dealt with in the films and guides by providing the teacher with a set of concepts which may be translated into action through appropriate skills.

The derivation of our 10 concepts on the nature of literature is based on a recognition of the two different aspects of response to literature, the affective response to the various contents of literature and the aesthetic response to its formal qualities. The distinction is crucial to an understanding of this project.

NAME OF INSTITUTION AND STAFF:

Ohio State University
College of Education
1945 N. High Street
Columbus, Ohio 43210

Frank Zidonis
Victor Rentel

CONTENT: (SET I)

This series of protocol materials, The Language of Children, has been developed to provide both pre-service and in-service teachers with a better understanding of how children acquire and develop their native language. These protocols do so in a way that is not readily accessible to teachers by capturing on film, filmstrip, audiotapes and videotape, natural language in both free and structured situations.

The major concepts identified for protocol materials may be divided into two main categories: the process of acquisition and variations within acquisition. These major concepts with the subconcepts are defined as follows:

The Process of Acquisition

Children progressively develop and revise sets of rules about their language unconsciously by drawing upon their linguistic environment.

001 Sequence - The process of acquisition is evident in the predictable order of acquisition of sets of rules with variations in rate of acquisition.

002 Complexity - The are developmental increases in the number as well as the kinds of syntactic structures produced or understood.

a. Syntactic Acquisition - The complexity level of a sentence is indicated by the number and kinds of syntactic structures used in it; that is, the more structures, and the more kinds of structures, used in a sentence, the more complex that sentence is.

b. Concept of embedding as revealed in T-unit - The complexity level of a response can be reflected through T-unit word length. A longer average T-unit length indicates syntactic maturity. T-units by definition consist of a main clause plus all subordinate clauses. Garbles, words which do not add information to the utterance, are deleted from T-unit word count. An exception to this is those words used to claim attention such as "well," "see," and "you see."

003 Fluency - There are progressive increases in the ease and the fullness with which children speak. The fewer the number of hesitations, garbles, and fillers per utterance, and the greater the amount of language in each individual's response, the more fluent the speaker.

The Variations Within Acquisition

Language acquisition involves not only the common sets of rules developed by speakers of the language, but variations that occur within both individuals and social situations.

004 Individual Variability - Individuals vary in their use of structures.

a. Variation in acquisition: Morphology - Children of the same age differ in the kind and number of basic morphological structures they learn to use. While there appears to be a highly predictable sequence of acquisition, the rate at which given children acquire a specific structure varies considerably.

b. Variation in acquisition: Derived forms and adjective order - Children of the same age differ in the kind and number of basic morphological structures they learn to use. While there appears to be a highly predictable sequence of acquisition, the rate at which given children acquire a specific structure varies considerably.

005 Social Variability - Individuals and groups develop registers of language--or language appropriate for particular social situations--which may vary in phonology, syntax, lexicon, and para-linguistics.

DESCRIPTION OF MATERIALS:

Videotape segments, 5 to 15 minutes in length, are used to present the concepts. A viewer for one half inch tape is required for use. All materials may be used for graduate, undergraduate and in-service programs in language arts. They can be presented in large or small groups. Most effective method would vary depending on episode being viewed. All procedures are clearly presented in the guides.

An instructor's guide and a student's guide is available for each segment of film. Suggestions for evaluation of student's performance are included in the guide for each segment. Worksheets are also included in the guides.

To introduce the participants to the series of concepts of children's language and to direct attention to various systematic aspects of their language, specific objectives for each segment are included in the guides.

MASTER COORDINATE SYSTEM:

All Concepts: K, E, Sy

ADDITIONAL INFORMATION:

Children progressively develop and revise sets of rules about their language unconsciously by drawing upon their linguistic environment.

Language acquisition involves not only the common sets of rules developed by speakers of the language, but also variations that occur within both individuals and social situations.

NAME OF INSTITUTION AND STAFF:

Ohio State University
College of Education
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Columbus, Ohio 43210

Frank Zidonis
Johanna DeStefano
Sharon Fox
Victor Rentel

CONTENT: (SET II)

The concepts dealt with during the second year are the same as those in the Set I materials. A listing of the concepts and their definitions can be found elsewhere in the catalog.

DESCRIPTION OF MATERIALS:

While all concepts in Set I were presented in the medium of videotapes, a change was made during the second year. The titles of the five protocols produced and the medium of presentation are listed bleow.

1. Shared Nomenclature (Sequence of Acquisition-Semantic) 16mm color film
2. Semantic Reversibility (Sequence of Acquisition-Semantic) filmstrip with audiotape
3. Promise - Tell Structures in Children's Language (Sequence of Acquisition-Syntactic and Semantic) 16mm color film
4. Combining Simple Sentences (Complexity) filmstrip with audiotape
5. Children Retell Salt, A Folktale (Fluency) filmstrip with audiotape

MASTER COORDINATE SYSTEM:

All Concepts: K, E, Sy

NAME OF INSTITUTION AND STAFF:

Southern Illinois University
at Edwardsville
Edwardsville, Illinois 62025

Theresa Love

CONTENT:

001 Variety in Language--Black Dialect as a Kind of English - Variety in language is shown by the large number of languages spoken throughout the world. American English is one of these. Although there are only three regional dialects, there are numerous social or local dialects. Black Dialect is one of the kinds of American English.

002 Introduction to Selected Speech Features of Black Dialect - Black Dialect, as a variety of American English, has a number of distinguishing grammatical features.

003 Review of Speech Features - The six features which are introduced in the previous tape are listed.

004 Omission of "S" to Indicate Third Person Singular, Present Tense - Many speakers of Black Dialect omit their "S" suffixes in indicating the third person singular, present tenses of their verbs.

005 Formation of the Past Tense and of the Perfect Tenses in Black Dialect - Following the tendency of Black Dialect speakers to omit suffixes to indicate grammatical relations, speakers of this variant dialect often omit their final "d's" and "ed's" in indicating the past tense or the perfect tenses. In addition, they sometimes use the past participal form in place of the past tense form of a given verb. Another distinguishing way of forming the past tense is the addition of suffixes to weak verbs instead of using internal vowel changes. A less frequent deviation from Standard English is the use of "ain't" as the past participle for "have not."

006 Auxiliary Be, Negative Be, and Zero Copula - One of the most distinguishing features of Black Dialect is the use of the uninflected verb "be" to indicate a number of tenses. Another linguistic phenemenon is the dropping of the copula in verb phrases.

007 Formation of the Plurals of Nouns - Methods of forming the plurals of nouns in Black Dialect often differ from those used in forming the plurals of nouns in Standard English. These include the omission of "s" or "es" indications, failure to indicate plurality by changing the internal vowels, use of overinflection and use of the singular form of the nouns when preceded by a quantifiers.

008 Formation of the Possessive Case of Nouns - Black Dialect usage allows its speakers to omit the "S" indicating possession.

009 Distinguishing Pronominal Features - In Black Dialect pronouns may be used in three ways which differ from such usage in Standard English. These are the pronominal appositive, or double subject, the use of variant forms, and the use of the "Existential It."

010 Overinflection of Nouns, Verbs, Adjectives, and Adverbs - Interestingly enough, though the grammatical system of Black Dialect allows its speakers to underinflect (in accordance with the standards of Standard English), it also allows overinflection as alternative forms.

011 Inverted Word Order in Indirect Questions - Frequently in indirect questions, Black Dialect speakers will use inverted word order in asking indirect questions.

012 Multiple Negation - Not infrequently, speakers of Black Dialect will use one, two, or three negative words within one short sentences.

013 Review of Speech Features - No new concepts introduced.

014 Attitudinal Test - This is a pretest and posttest (on the same tape) which is designed to assess the degree to which the attitudes of those who have studied the protocol materials have or have not changed toward those who speak Black Dialect.

DESCRIPTION OF MATERIALS:

The protocol package on the morphological and syntactic features of Black Dialect contains fourteen audio cassettes tapes. The length of the individual tapes varies from three to five minutes playing time. An instructor's guide accompanies the tapes and it includes transcripts of the tapes, background information, and criterion tests of the concepts.

MASTER COORDINATE SYSTEM:

All Concepts - P, S, C, Ch

ADDITIONAL INFORMATION

001 Observable attributes or behavior portraying this concept in the protocol are as follows: Children from four ethnic backgrounds (Indian, Chicano, Southern White, Black) tell what they do on Christmas day. Specific speech features are compared and contrasted.

002 Observable attributes or behavior portraying this concept in the protocol are as follows: Six sets of speeches illustrating selected usage problems in Standard English and in Black Dialect are spoken by twelve children. A definition of each of the sub-concepts implied therein is given and re-illustrated. This is actually an introduction to Black Dialect. An extended speech by a Black pupil given. Listeners are asked to circle any distinguishing features of the variant dialect which they find in the duplicated version of the tape.

003 Observable attributes or behavior portraying this concept in the protocol are as follows: Five extended speeches are given and listeners are used to identify examples of the six features given above.

004 Observable attributes or behavior portraying this concept in the protocol are as follows: Respondents were shown pictures of various kinds of workmen and were asked to tell what they were doing in a single sentence. Thus they were encouraged to use the third person singular, present tense of verbs.

005 Observable attributes or behavior portraying this concept in the protocol are as follows: Appropriate examples are taken from tapes of interviews with children.

006 Observable attributes or behavior portraying this concept in the protocol are as follows: Each of the specific instances in which the "invariable be" may be used is discussed and illustrated. The same is true for the "zero copula." An extended speech illustrating the use of invariable "be" is given.

007 Observable attributes or behavior portraying this concept in the protocol are as follows: Examples of this usage are taken from interviews between a teacher and a number of students.

008 Observable attributes or behavior portraying this concept in the protocol are as follows: Examples of this usage accompany a discussion of the "noun zero possessive" in Black Dialect.

009 Observable attributes or behavior portraying this concept in the protocol are as follows: A discussion comparing pronoun usage in Standard English and in Black Dialect along with examples taken from taped interviews are given.

010 Observable attributes or behavior portraying this concept in the protocol are as follows: Examples of overinflection are taken from taped interviews. They are accompanied by a discussion of this speech feature.

011 Observable attributes or behavior portraying this concept in the protocol are as follows: A discussion of inverted word order in indirect questions and examples taken from taped interviews from ten subjects of this taped material.

012 Observable attributes or behavior portraying this concept in the protocol are as follows: An excellent discussion of this speech feature is given, along with appropriate examples.

013 Observable attributes or behavior portraying this concept in the protocol are as follows: Each of the identifying features of Black Dialect is mentioned and an example or examples are given.

014 Observable attributes or behavior portraying this concept in the protocol are as follows: Several extended taped speech are given and listeners are asked to take a test which determines their psychological attitude as teachers toward those who speak the variant dialect.

The cost of these protocols is: $211.00

SOCIAL FOUNDATIONS

Education Development Corporation (Set I) 35

Education Development Corporation (Set II). 37

NAME OF INSTITUTION AND STAFF:

Education Development Center
Social Studies Program
15 Mifflin Place
Cambridge, Massachusetts 02138

Edward C. Martin
Anita Mishler

CONTENT: (SET I)

The Classroom as a Learning Community

The major concept developed in these materials is Diversity. Diversity is defined as: The differences among members of a classroom group (teachers and students) with regard to abilities, skills, points of view, interests, experiences, perceptions, and roles in discussion.

This is a series of films which views the classroom as a learning community. Based on concepts drawn from social science, the principle unit of analysis is the group and the diversity within it. The primary purpose of the conceptual structure of the units is to examine the process of learning within a social context and to stress the contributions that individuals within a group make to the group in terms of what is learned.

DESCRIPTION OF MATERIALS:

Materials consist of five 16mm films; black and white, shot on location in unstaged classrooms. Films are 10 to 20 minutes in length, and require a 16mm projector and screen. Materials are designed for small group instruction. The principal mode of instruction will be informal discussion and the group will be encouraged to analyze its own group process as a learning experience. Each film should be viewed two or three times for maximum benefit.

The titles of the films are:

1. Apartments and Igloos
2. The Fight
3. The Mural
4. Talking About Old People
5. Talking About Beliefs

MASTER COORDINATE SYSTEM:

All Concepts Tp, Pp, C, Ch, S, Af, Cc, Ic, Ia, Sd

ADDITIONAL INFORMATION:

The following are used for the identification of the concept of role expectation:

- a verbal statement with non-verbal emphasis and/or cues
- a description or prescription
- implies a norm (i.e., a social should)
- indicates expected teacher behavior
- implies or indicates expected behavior of the complementary role of student

The following are used for the identification of the concept of power move:

- a statement or an action
- seeks to influence a situation or change an intention
- uses one or more positive or negative sanctions
- implies legitimacy of one's role to influence the definition of a teacher
- seeks a change in the expected behavior of teachers

The following describe the concept of reciprocity:

- related to diversity in expectations of teacher role
- a verbal or non-verbal face to face interaction
- cues indicate parties monitor each other
- responses are directly related to other person's concern
- indicated respect for the legitimate power inherent in the role of teacher, pupil, parent, administrator
- expresses mutuality in terms of attempting to share knowledge with each other and/or respecting expressed or expected need

NAME OF INSTITUTION AND STAFF:

Education Development Center
Social Studies Program
15 Mifflin Place
Cambridge, Massachusetts 02138

Edward C. Martin
Susan L. Bernstein
Saul Z. Winer

CONTENT: (SET II)

Diversity in the School Community

001 Role Expectation - The expression of standards about how or what a teacher should teach.

002 Power Move - The attempt to legitimatize one's role and to use sanctions in order to influence the educational objectives of the school and thus how or what a teacher should teach.

003 Reciprocity - The willingness to approach diverse views regarding teacher role. This willingness may take the early form of acknowledging that diversity (a reciprocal move) or the more advance form of mutual action (a reciprocal action) toward defining teacher role.

DESCRIPTION OF MATERIALS:

There are nine black and white films which have been developed for this package. Three 10-to-25-minute context films describe actual situations in two schools which involve the total school community; one in a school in New York City, one in a school in Phoenix, Arizona. These three films are documentary in nature and provide a context for the six short films (which are composed of short segments from the three context films) which concentrate on the concepts. There are two films per concept.

Seminars have been developed in which the films are to be used. The seminars give instructors and students guidelines on how to view the films, a book of readings for students, and a strategy for evaluating what has been learned.

MASTER COORDINATE SYSTEM:

All Concepts T, CO, S, E, Ch
Tc, Ta, Tl, Td

ADDITIONAL INFORMATION:

The materials are designed for a general audience of first or second year education students in curriculum and methods courses and social foundations courses. They would also be appropriate for use in in-service training programs.

SOCIAL PSYCHOLOGY

Far West Laboratory (Set II) 41

University of Southern California 45

NAME OF INSTITUTION AND STAFF:

	Far West	Stanford Center
Far West Laboratory for Educational Research And Development 1855 Folsom Street San Francisco California 94103	D. C. Berliner Gloria Golden Lisa Hunter Deborah Walton N. A. Flanders	Carol Codori David Loeding Margaret Bierly N. L. Gage

CONTENT: (SET II)

001 Task Roles

A. Initiator: offers new ideas, new approaches to problem; suggests solutions. He may propose a new procedure or organizing mode for attacking the task, or a new direction to pursue.

B. Information Seeker: requests facts and opinions; asks for clarification; seeks relevant data about a group concern. He may request pertinent information for improving the factual base for decision-making.

C. Information Giver: offers facts, personal experience or knowledge pertinent to group issues. He may provide generalizations which are authoritative reference points.

D. Opinion Giver: states his own belief or attitude relevant to task before the group; gives personal feeling about what should be group's goal or procedure.

E. Orienter: defines position of group with respect to group goals; brings group back on subject if it digresses. He may question the direction of the discussion or point out departures from agreed-upon approches.

F. Coordinator: establishes relationships between tasks, ideas, facts; pulls ideas together; summarizes. He may try to coordinate activities of members and act as consensus taker as group nears decision.

002 Unifying Roles

A. Energizer: prods the group to action or decision; attempts to stimulate interest; arouses group to higher levels of activity. Moves group along if it gets bogged down.

B. Harmonizer: attempts to mediate differences between group members; points out various good points on each side of the dispute, interjects humor, or proposes a solution acceptable to both parties.

C. Compromiser: agrees to alter his stand within a conflict; may admit error, yield status, meet the opposition half-way, agree to defer judgement in order to maintain progress of group toward its goal.

D. Gatekeeper: attempts to keep communication channels open by encouraging or facilitating the active participation of all group members or by monitoring the communications flow; suggests procedures that permit sharing remarks.

E. Encourager: praiser, agrees with or accepts the contributions of group members; offers support to the group as a whole as it tries to work through problems or explore new ideas.

003 Anti-Group Roles

A. Aggressor: deflates status of others; expresses unconstructive disapproval of values, or ideas of others; belittles the group as a whole or its goals, uses sarcasm; attacks physically.

B. Blocker: resists ideas in a stubborn and unreasonable fashion; generally takes a negativistic attitude in the group; tries to revive issues the group intentionally rejected or bypassed.

C. Attention Seeker: Calls attention to himself through boasting or self-deprecation; behaves in unusal ways with the intention of diverting the group from the business at hand.

D. Dominator: tries to assert authority or gain status in group for personal reasons; may interrupt contributions of others and act superior, "take over."

E. Non-Cooperator: displays lack of involvement in group's work; actions may take form of nonchalance, horseplay, apathy.

004 Four Stages of Development

A. Stage 1: Initial communication among members

1. set goals
2. choose leaders, either through a conscious procedure or the natural evolvement of a "pecking order"
3. devise plan, which could include work assignments, scheduling, a method for proceeding, etc.

B. Stage 2: Conflicts and barriers to discussed goal

1. substantive conflicts, involving the main content of the task
2. personal clashes among group members

C. Stage 3: Resolution of conflict

1. group finds solutions to task-related conflicts by voting, compromising or accepting the decision of a leader, or any other way the group devises.
2. members settle personal clashes, or they convince conflicting parties to refocus their attention on the group goal

D. Stage 4: Increased productivity

1. group is reaching its goal; activity is purposeful.
2. group handles interpersonal conflict with understanding, humor, and speed; the mode of interacting is chiefly cooperative.

DESCRIPTION OF MATERIALS:

The package includes four videotapes and accompanying teacher handbook. The Far West Laboratory has the capability of dubbing their tapes to all of the more common formats found in videotape equipment.

MASTER COORDINATE SYSTEM

All Concepts - P, S, Ch, Pa, A
P, C, Ch, Pa, A

NAME OF INSTITUTION AND STAFF:

University of Southern California
Phillips Hall of Education S - 1002
University Park
Los Angeles, California 90007

Patricia Heffernan-Cabrera
William John Tikunoff

CONTENT:

TEACHER-PUPIL INTERACTION WHEN STUDENT IS A SPANISH SPEAKER

001 Withdrawal - A coping behavior in response to an overwhelming stimulus.

002 Cooperation - The coordination of behavior of two or more persons attempting to achieve an agreed upon goal.

003 Aggression - Focussed behavior which is dominating, controlling and which is perceived as threatening by the receiver.

DESCRIPTION OF MATERIALS:

This package consists of three 16mm color films, with each film illustrating one concept. Accompanying the films are printed guides which provide objectives, procedures and evaluative instruments. A bibliography of readings on education of Mexican Americans is also included.

MASTER COORDINATE SYSTEM:

All Concepts Tp, Si, C, Ch, Pa

ADDITIONAL INFORMATION:

001 The following behaviors indicate withdrawal: lowering the head, lowering the eyes, looking away, becoming silent, increasing physical space, decreasing volume of the voice, decreasing frequency of responses.

002 The following behaviors indicate that cooperation is taking place: two or more people communicating and agreeing upon a common goal, dividing tasks, helping each other, coordinating efforts as in teamwork.

003 The following behaviors indicate agression: a change in the aggressor's voice such as rising pitch, increasing volume, use of a harsh tone; persisting and accelerating demands; assuming a physical stance higher than the receiver; decreasing physical space; ridiculing verbally or non-verbally; ignoring the participation of the other; withdrawal on the part of the receiver.

TEACHING ANALYSIS

Far West Laboratory (Set I) 49

Indiana University (Set II) 53

Indiana University (Set III). 55

Michigan State University (Set II). 57

Teaching Research (Set I) 61

University of Colorado 63

Utah State University 67

NAME OF INSTITUTION AND STAFF:

Far West Laboratory for
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1855 Folsom Street
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Far West
D. C. Berliner
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Susan Heathers
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Stanford Center
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Mary Ann McGivern
N. L. Gage

CONTENT: (SET I)

001 Lesson Organization

a. Review
b. Specification of objectives
c. Task orientation
d. Signals of transition
e. Emphasis
f. Clarity of presentation
g. Personal organization of the teacher
h. Check for student comprehension
i. Summary

002 Variety and Variation

a. Classroom environment
b. Physical arrangement
c. Teacher's questioning
d. Student response patterns
e. Pacing of materials
f. Social motives
g. Teaching methods
h. Teacher movement and gestures
i. Audio-visual materials
j. Alternative generation

003 Praise and Corrective Feedback

a. Verbal
b. Non-verbal
c. Through use of tokens
d. Giving directions
e. Response maintenance
f. Cueing and prompting
g. Probing

004 Using Student Ideas

a. Acknowledgement of ideas
b. Reinforcement of ideas
c. Restatement of ideas
d. Summarization of ideas
e. Applying ideas
f. Comparing ideas

005 Questioning

a. Taxonomy of questions
   1. memory
   2. translation
   4. application
   5. analysis
   6. synthesis
   7. evaluation

b. Strategies of questions
   1. sequencing
   2. personalizing

c. Effects of questions

d. Listening to answers

DESCRIPTION OF MATERIALS:

Five black and white videotapes, 1 inch Ampex. Tapes vary in length from 7 min. and 30 sec. to 16 min. Will require use of 1 inch videotape recorder and associated monitors. The master of the tape will remain on file at Far West Lab and can be dubbed to any size required. Dubs can be made of ½" systems, both old format (2200) and new format (3600) machines. The materials have been tested using two strategies. One was to have the teacher lecture in advance and follow the lecture with the tape. The other used a discussion method following the tape. It appears that no difference in the two strategies is evident. The materials are designed for pre-service teachers and/or para-professional teachers.

Complete handbooks made up of five parts are distributed with the materials. Part 1 contains a description and explanation of the concepts. Part 2 contains the research evidence related to those concepts. Part 3 contains a transcript of the tape and a commentary on the significant aspects of that tape. Part 4 presents some data from field testing. Part 5 gathers some comments received that deserve special emphasis in the use of materials. The manuals are designed for use by both instructor and students.

MASTER COORDINATE SYSTEM:

All Concepts - Tp, C, E. Hs, Pe

ADDITIONAL INFORMATION:

The outcomes for the learner with the five different Protocol materials are the same; trainees should be able to use the concepts they have learned by describing situations in which instances of the concepts appear. Thus, after watching a teacher engage in questioning behavior, the trainees should be able to discuss that behavior in terms of questioning taxonomies, strategies and effects. Lessons can be analyzed for elements of organization,

whether variety and variation was present or not, the uses of praise and corrective feedback techniques in teacher-student interaction, and the ways in which teachers acknowledge and act upon student ideas. The learner outcomes are not related to skills in teaching. The goal is to produce teachers who are able to conceptualize the teaching act in terms of the concepts provided. They should be able to use a different language in describing teaching behavior than a person who has not been exposed to the Protocol materials.

Each handbook contains some evaluation data. Students' attitudes toward the tapes, feelings about the usefulness of the concepts and the effect the tapes have on teaching behavior is assessed. Cognitive tests have been prepared and each handbook contains the items which were used or could be used in testing outcomes.

NAME OF INSTITUTION AND STAFF

Indiana University
School of Education
Bloomington, Indiana 47401

David Gliessman
Barbara Robertson
Joy Kleucker

CONTENT: (SET II)

The Protocol Materials, Patterns in Teacher-Pupil Interaction: Reacting To Pupil Responses

001 Informing - A teacher reaction characterized by the addition of new information to a classroom dialogue. This new information may take the form of facts, ideas, interpretations, etc.

002 Probing - Pursuing a single pupil in a given conceptual or schematic area with a series of questions.

003 Accepting - A teacher reaction characterized by behavior that would normally be expected to encourage a pupil to continue responding.

004 Rejecting - A teacher reaction characterized by behavior that would normally be expected to discourage the pupil from further responding.

The above terms are intended to describe teacher reactions to classroom discourse.

DESCRIPTION OF MATERIALS:

Materials for Set II consist of two 16mm motion picture films in color, each approximately 10 minutes in length, and a cassette audio tape.

A manual designed for instructors and/or students is provided for each set of protocol materials. The manual is about 50 pages in length. Instructors can use the materials in small group discussions, lectures or lecture-discussion in the classroom, or in individual study. The materials should be useful for both pre-service and in-service teachers in Educational Psychology as well as other professional educational courses.

MASTER COORDINATE SYSTEM:

001 & 002 Tp, Ce, Ic, Ch, Pa, A
003 & 004 Tp, AF, Ia, Ch, Pa, A

ADDITIONAL INFORMATION:

Printed tests are being prepared for the materials in Set II, in which students will be asked to make discriminations between concepts when the behavior described by the concepts is viewed. These printed tests should be available in the near future.

NAME OF INSTITUTION STAFF:

Indiana University
School of Education
Bloomington, Indiana 47401

David Gliessman
Barbara Robertson
Joy Kleucker

CONTENT: (SET III)

The Protocol Materials, Patterns in Teacher - Pupil Interaction

001 Informing - A type of teacher behavior which introduces new information or gives direction in reaction to a learner's response.

002 Probing - A type of teacher questioning behavior which consists of a series of questions following a pupil response working in one conceptual area with one learner, usually directed toward the goal of going beyond the content of the initial response.

003 Approving - A form of teacher reaction which increases the frequency of pupil responding behavior. Through acceptance the teacher encourages further responding by the pupil in the immediate interaction or increases the likelihood that the pupil will respond in the future.

004 Disapproving - A kind of teacher reaction through which the teacher discourages further responding on the part of the pupil.

005 Reproductive Questioning - A teacher solicitation of a pupil response which expresses recall or recognition of a fact, idea, or value; and a teacher reaction to that response.

006 Productive Questioning - A teacher solicitation of a pupil response which expresses formation of an idea or value, or previously unrecognized application of an idea or value; and a teacher reaction to that response.

The above terms are intended to describe teacher solicitations and reactions during classroom discourse.

DESCRIPTION OF MATERIALS:

Materials for Set III will consist of: (a) six 16mm motion picture films in color, each approximately ten minutes in length, presenting complex interpretive material; (b) three 16mm motion picutre films in color, each approximately 15 minutes in length, instancing and defining each of the concepts listed above; (c) a four to six page Instructor's Folder giving an overview of the concepts and films as well as a rationale for their use.

Instructors should be able to use the above material in different combinations in different settings. The materials are completely flexible; they may be used in part or as a total "package." The materials should be useful for both pre-service and in-service teachers in Educational Psychology as well as in other professional education courses.

A 16mm projector and screen is the only equipment required to use the materials.

ADDITIONAL INFORMATION:

All of the materials described above should be ready for field testing by early spring, 1973. At the present time, only the six complex interpretive films are ready. They may be used by interested consumers; however, the remaining three films (to be produced during the winter) will probably be necessary to make the most effective use of all films.

NAME OF INSTITUTION AND STAFF:

Michigan State University
College of Education
518 Erickson Hall
East Lansing, Michigan 48823

Judith E. Henderson
J. Bruce Burke

CONTENT: (SET II)

001 Assessment - Systematic process of studying the behavior of learners and the variables of instruction prior to making judgement about needed and possible instructional goals and strategies.

002 Goal Setting - It begins with the development of a beyond-school goal derived from the assessment process. The second step is the translation of this beyond-school goal into an observable in-class analogue of the goal. The third step requires the formulation of a very specific goal, referred to as a behavioral objective, stated in terms of "classroom" observable behavior. This objective, to be complete, must have (1) a specified observable behavior, (2) a set of conditions under which the behavior is to be evaluated, and (3) a mastery level or a competence criteria.

003 Planning and Implementing Strategies - It includes (1) the production of a plan for producing learning, i.e., the selection and preparation of means for producing intended changes in learner behavior, and (2) actualization of the plan, with any modifications that might have been deemed necessary at the time of instruction. This, the third task of teaching, includes both decision making pursuant to the conception of a plan and the actions representing its execution.

004 Evaluation - It is a systematic process of appraisal by which information from many sources is gathered and analyzed for making a judgement concerning goodness (correctness, suitability, adequacy, desirability) in terms of assessment, accuracy, goal satisfaction, and strategy implementation.

DESCRIPTION OF MATERIALS:

The protocol package will contain eight 16mm black and white films, two for each concept, and an accompanying film guides. There will also be Super 8mm cassett reduction of the films for use with an A.B. Dick Model 60.

MASTER COORDINATE SYSTEM

All Concepts - T, S, Ch

ADDITIONAL INFORMATION:

Necessary Conditions for Assessment

A. Gathering data about learner(s) behavior, instructional variables and their interaction.

B. Analyzing data to produce hypotheses about causes and consequences of learner(s) behavior.

C. Communicating the assessment data that is being or has been gathered and the purpose of assessment.

D. Identifying knowledge and skill needed by the learner(s) for growth.

Necessary Conditions for Goal Setting

A. Identifying and stating a beyond-school goal that would indicate acquisition and application of the needed knowledge and skill identified during assessment.

B. Identifying an analogue of the beyond-school goal that would be possible in the situational context in which one is teaching.

C. Making the goal explicit by stating the cognitive and affective objectives necessary for goal attainment.

D. Communicating and/or negotiating the objective with the learner(s).

Necessary Conditions for Planning and Implementing Strategies

A. Production of a plan

1. Selection of means based on assessment data and suited to the specific objective

2. Preparation of selected means

B. Actualization of a plan

1. Communication of planned strategy to learners

2. Implementation of planned strategy

3. Modification of planned strategy and/or creation of spontaneous strategy within instructional setting.

Necessary Conditions for Evaluation

A. Selection and preparation of instruments and procedures for gathering data about changes in learners and the variables of instruction that resulted as a consequence of assessment, goal setting and strategies.

B. Actual collection of the data.

C. Analysis of the data to produce hypotheses about potential causes and consequences of the results of assessment, goal setting and strategies.

D. Communication of results to students, teachers, parents, etc.

NAME OF INSTITUTION AND STAFF:

Teaching Research Division
Oregon State System of
Higher Education
Monmouth, Oregon 97361

Rod E. Myers
Milford Jones

CONTENT: (SET I)

001 Analysis - The breaking down of a communication into its component parts and the determining of how these parts are related and organized.

002 Evaluation - The making of judgements about the value of ideas, works, solutions, methods, etc., as the value relates to some state purpose.

DESCRIPTION OF MATERIALS:

The media for this package consists of two black and white, 16mm films. The titles of the films are:

1. Madison Avenue and the Twelve-Year Old Mind - 9 min., 30 sec.
2. No Body Contact - 17 min., 30 sec.

Handouts, typescripts, and guides accompany the materials.

MASTER COORDINATE SYSTEM:

001 P, Ce, C, Pa
002 P, Ce, Af, C, Pa

ADDITIONAL INFORMATION:

The two concepts chosen for explication have been drawn from the Bloom et al. Taxonomy of Objectives in the Cognitive Domain.

Film 1 - In this film eighth grade students analyze techniques used by advertisers in presenting their messages to the public. A group of youngsters is shown; and under a teacher's guidance, they analyze different advertisements.

Film 2 - Rules and regulations are difficult for youngsters to accept. Sometimes these rules are unfair or unduly restrictive, or they are simply misunderstood. Eighth grade youngsters, maturing rapidly and desirous of attention from the opposite sex, find rules pertaining to boy-girl relationships especially hard to accept. This film deals with a small group of youngsters as they deal with a school rule which restricts any physical contact among pupils.

NAME OF INSTITUTION AND STAFF:

University of Colorado
Center for Education in the
Social Sciences
970 Aurora
Boulder, Colorado 80302

Celeste Woodley
Laura Driscoll
Carol Udel

CONTENT:

001 Process of Instruction - Refers to a series of reciprocal actions between teacher and students designed to lead to student learning. It is the complex interaction in the classroom of many variables related to the learner, the instructor, and the learning environment.

002 Learner Characteristics - The aptitudes, level of knowledge, learning set, verbal or symbolic intelligence, attitudes, psychological and physical characteristics, and social and ethnic background belonging to a student as he enters into a designated learning experience, as well as at any given time during an instructional sequence.

003 Verbal Interaction - The specific verbal phenomenon in which there is a reciprocal teacher-student or student-student action that is observable; the focus is on teacher verbal influence as it interacts with broad or narrow student responses, resulting in communications that carry cognitive, affective, and social meanings.

004 Concept Teaching - A strategy that manages concept learning. It is the organizing of substantive content in terms of knowledge structure and timing sequence in a way that is most likely to encourage students to perform sequentially covert mental operations that are necessary for the development of cognitive skills. It is a strategy that provides for sequencing, higher order thinking, and application.

005 Fair Verbal Behavior - Teacher verbal behavior that follows a standard of equal treatment toward all students concerned, that is free from bias, dishonesty, and injustice, and indicates an awareness and acceptance of the learner's frame of reference and his readiness to respond.

DESCRIPTION OF MATERIALS:

"Conceptualizing the Process of Instruction" - 16mm black and white film, 15 minutes; student handouts included.

"Learners and Their Characteristics: Implications for Instructional Decision-Making" - one set of slides; 7 minutes cassette, color; student handouts included.

"Verbal Interaction in the Cognitive Dimension: The Relationship Between Teacher Verbal Behavior and Student Response" - 16mm film, black and white, 15 minutes; student handouts included.

"Organizing Facts to Teach Meaningful Relationships" - 16mm film, color, 15 minutes; student handouts included.

"Fair Verbal Behavior" - 16mm film, color, 15 minutes; student handouts included.

MASTER COORDINATE SYSTEM:

All Concepts -	Fig. 1	Behavior-Setting-Level:	T, Tp, P/ C/ Ch, Pa, A
	Fig. 2	Pupil Category:	Af, Ce/ C/ Ch, Pa, A
	Fig. 3	Teacher-Pupil Category:	Ic, Ia/ C/ Ch, Pa, A
	Fig. 4	Teacher Category:	T(Ic, Ia)/ C/ Ch, Pa, A
	Fig. 5	Knowledge Category:	none

ADDITIONAL INFORMATION:

001 Observable attributes or behavior portraying this concept in the protocol are as follows: Instructional inputs: objectives, antecedent conditions, including student aptitudes, attitudes, and personological variables; Teacher-Pupil Interactions: Verbal and non-verbal behaviors of teachers and students, classified in terms of cognitive, affective, or social emphasis and identified as iniating or reacting behaviors; Outcomes: changes in verbal and non-verbal behaviors of teachers and students, classified and measurable as primarily cognitive, affective, or social changes.

The five protocols developed by the Colorado project deal with middle-level concepts that provide a context for understanding and interpreting the more specific behaviors that characterize narrowly defined concepts. The "Process of Instruction" is an organizing unit that provides the conceptual context for the following four protocol products.

The cost of this protocol is $80.00

002 Observable attributes or behavior portraying this concept in the protocol are as follows: Attitudes Toward School, portrayed in one slide set; I.Q., reading level, socio-economic status, level of knowledge in subject matter, ethnic background, sex, attitude toward subject matter, self-concept, previous grades, etc., illustrated in student profiles; implications of learner characteristics for selection of instructional alternatives illustrated in second slide-tape.

The primary purpose of this product is to help teachers recognize that the assessment of some specific learner characteristics can provide the basis for making appropriate instructional decisions.

The cost of this protocol is $60.00

003 Observable attributes or behavior portraying this concept in the protocol are as follows: Question - answer - response patterns or modifications of that pattern that include at least one teacher comment and a related and continuous student comment.

The protocol unit focuses on the cognitive dimension of verbal interaction and uses the Macdonald-Zaret analytical framework as an example of a means to determine the nature of verbal interaction and the relationships between teacher verbal behaviors and student responses.

The cost of this protocol is $80.00

004 Observable attributes or behavior portraying this concept in the protocol are as follows: The observable attributes of concept teaching are verbal behaviors that help students:

a. To reduce the irrelevant attributes.
b. To identify, differentiate, and group the relevant attributes.
c. To improve the identifiability of the relevant attributes.
d. To compare and contrast recurring instances of the concept in varied situations.
e. To build and expand the concept.
f. To verify the significance and utility of the concept.

Specific representative behaviors under each of these categories are listed on page 11 of the Teacher's Guide.

The strategy suggested for teaching the concept, "Concept Teaching," is, of course, a strategy that provides for sequencing, higher order thinking, and application. The color-sound film shows a positive example and a non-example of concept teaching.

The cost of this protocol is $90.00

005 Observable attributes or behavior portraying this concept in the protocol are as follows: Observable verbal behaviors are:

a. Praises students' ideas rather than students personally.
b. Corrects students when they make a mistake or misbehave.
c. Explains what the mistake or misbehavior was rather than criticizing the students.
d. Asks students to clarify statements or defend actions in order to determine whether to praise or correct student.
e. Follows a consistent standard of treatment toward all concerned when praising or correcting students.

The cost of this protocol is $90.00

NAME OF INSTITUTION AND STAFF:

Utah State University
Utah Protocol Materials
Project
Logan, Utah 84321

Walter R. Borg
Carole Stowitschek
David Stone
Robb Russon
Rick Hughes

CONTENT:

001 Extension

a. Prompting - As a followup to a weak or incomplete pupil answer, the teacher provides cues and/or information to aid the pupil in giving a better answer to the question.

b. Seeking Further Clarification - As a followup to a weak or incomplete pupil answer, the teacher asks the pupil for elaboration or further clarification to improve his response.

c. Refocusing - The teacher asks a question which requires the pupil to relate the current lesson to previously learned concepts.

d. Redirection - The teacher redirects the same question to more than one pupil. Each pupil contributes part of the total answer.

002 Encouragement

a. General Praise - The teacher uses a general praise statement such as "good," "fine," or "excellent answer" in reference to a specific student remark or answer.

b. Specific Praise - The teacher uses praise statements which identify specifically the elements of the student's performance that are being praised. For example: "Your description of the setting of the story was very clear and complete," or "You did a fine job of defining the important characteristics of mammals."

c. Use of Student Ideas - The teacher acknowledges student ideas by referring to them and utilizing them in the classroom discussion. For example: "John has given us a different point of view about space travel; let's talk a little about his idea," or "Mary suggested that we can stop air pollution by outlawing automobiles. Let's discuss some of the consequences of doing this."

003 Emphasis

a. Voice Modulation - The teacher uses voice tone and inflection to point out and emphasize main or important facts or concepts.

b. Paraphrasing - The teacher repeats the most important content of either a student response or of her own remarks using different words or phrases.

c. Cueing - The teacher calls the learner's attention to important points by using phrases such as "this is important," or "be sure to remember this."

004 Feedback

a. Soliciting Feedback Related to Pupil Understanding - By questioning, the teacher determines the amount of information and the level of student understanding regarding the specific subject matter.

b. Soliciting Feedback Related to Pupil Interest - Through questioning and observation, the teacher evaluates and analyzes the student's interest.

c. Soliciting Feedback Related to Pupil Attitude - The teacher's questions are directed to determining student perception of the relevance of the learning situation.

005 Clarity

a. Defining new words - The teacher introduces new terms by defining them (Dt) or eliciting student definitions (Ds) and seeking feedback to determine if students have a clear understanding of their meaning.

b. Precise language - The teacher avoids the use of vague or ambiguous language in classroom presentation and utilizes precise and definite language in directions, descriptions, and illustrations.

c. Asking Multiple Questions - The teacher asks two or more questions before seeking a student response. (This is an undesirable teacher behavior)

006 Organization

a. Teacher elicits review - At the start of the lesson, the teacher directs her questions to the extent that they require the student to review relevant past learning.

b. Teacher Review - At the beginning of the lesson, the teacher supplies a summary of significant and relevant past learning.

c. Terminal Structure - Near the end of the lesson, the content relevant information which has not been covered in the discussion lesson, i.e., from our discussion we've seen (1) . . . (2) . . . (3) . . . .

d. Summary Review - At the end of the lesson, the teacher reiterates the essential content of the lesson, i.e., from our analysis of the air pollution crises we can conclude . . .

DESCRIPTION OF MATERIALS:

This protocol package includes six 16mm black and white films produced by the electron beam process from videotape. Preliminary trials have indicated that visual and audio quality are quite sufficient for teaching the concepts.

Accompanying each film is a guide which contains materials to enable the student to progress through the unit on an individualized basis.

MASTER COORDINATE SYSTEM:

002 Tp, Af, Ia, Ch, Pa
All others - Tp, Ce, Ic, Ch, Pa

ADDITIONAL INFORMATION:

The protocol materials were tested in educational psychology courses at two teacher training institutions. Small scale feasibility testing was carried out at Utah State University as each prototype was completed. Formative evaluation was carried out to identify needed improvements and preliminary summative evaluation was also conducted to see if participants reached the criterion level in mastery of the concepts. Based on a feasibility testing, each package was revised and a second field test was conducted. The objectives of the second field test was to identify needs for further revision, evaluate the effectiveness of the package, evaluate adequacy of the teaching guide and student support materials.

During the second field test, a pre-post evaluation is made of subjects in treatment groups. Evaluation of the learner's pre-training and post-training performance is made at the following three levels:

a. Relating the concept to classroom behavioral indicators of the concept

b. Identifying examples of teacher language that relate to each concept

c. Applying the concepts by developing examples of teacher language to a transcript of a classroom situation.

INACTIVE PROJECTS

NAME OF INSTITUTION AND STAFF:

Washington University
Graduate Institute of Education
St. Louis, Missouri

Bryce B. Hudgins

This project was one of the original sites for protocol production. Although no materials are available for field test or distribution, much valuable information was gained from the work which was done. Future efforts to train personnel in the development of protocol materials will be able to draw from the experiences of Dr. Hudgins and his staff.

The information which follows describes the concepts and intended media for production by this project.

CONTENT:

Concept of Teaching - is described in the protocol by the presentation and analysis of actual classroom activity. For example, in one segment the teacher and students discuss the concept of limerick by describing its characteristics with regard to rhyme pattern. There are other examples of teaching concepts by comparison and by the use of instances.

Concept of Teaching Particulars - is described in the protocol by the presentation and analysis of actual classroom activity. For example, in one segment the teacher and pupils identify the Navahos as being the largest tribe. There are other examples of teaching particulars by relating moves and assessing moves.

Concept of Teaching Interpretation - is described in the protocol by the presentation and analysis of actual classroom activity. For example, in one segment the teacher and pupils interpret the meaning of a poem by explaining the phrase "two roads diverged in a wood." There are other examples of teaching interpretation by extrapolative, informative, and evidential moves.

DESCRIPTION OF MATERIAL:

Materials were to be in Ampex videotape, 1 inch, black and white, 3 segments, audiotape 3. A video-viewer and tape recorder are required for use.

MATERIALS TO BE DEVELOPED DURING 1973

BUCKNELL UNIVERSITY William H. Heiner

CONCEPT:

Pre-School Reading Readiness - As a result of experience gained at home or in school, the child who is able to profit from instruction is aware of the technology of reading to the extent that he realizes that the marks on a printed page represent words, that the pages are ordered, that the illustrations supplement the marks. Further, he must realize that reading is re-creating language, rather than creating a unique monologue; thus, he realizes that each time a page or book is read, the language must be identical. Finally, he must realize that the language is structure so that he must listen to relatively long passages in order to fully comprehend the complete message. Of course, an over-arching attribute of reading readiness is implicit in the very label. To be ready, the child must enjoy the activity.

Increase of Vocabulary Through Reading - In addition to the obvious fact that the reader must match new words (in printed form) to words which are part of his spoken vocabulary, the reader must include all the possible associations which can be legitimately made when words are used in derived form. For example, after encountering the word "learn" the competent reader must realize that learn + s, learn + ed, learn + ing, are all forms of the same word. An addition of derivational suffixes and prefixes can change the grammatical function of words and readers must be able to adopt the base forms accordingly. Again using the example of the verb "learn" the reader must recognize that "learn" + the agentive "er," functions as a noun and can be either subjective or objective in syntatic structures.

MATERIALS:

The materials to be produced will include two 16mm black and white films with accompanying instructors manuals. Quarter inch tape recordings with student manuals which contain program notes will also be developed to allow use of the sound track and "script" of the filmed concept. Instructors manuals will also be developed for these types of protocols. The materials are to be used in the pre-service and in-service education of teachers of reading.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE Dr. Richard W. Lid

CONCEPT:

RESPONDING TO LITERATURE

The reader is referred to an earlier section of this catalog which describes fully the materials being developed in the area of "Responding to Literature." An earlier section of the catalog contains the description of the Set II materials including all ten of the concepts being dealt with in this project. Protocol packages for four of the concepts have been completed, and the format will remain the same for the other six concepts.

EDUCATIONAL DEVELOPMENT CORPORATION Edward C. Martin

CONCEPTS:

Role Performance - The deliberate enactment of one's role

Role Complementarity - The interdependent relationship of roles within the school community; the assumption being that a change in any one role will influence the roles of others.

Last year, the concept of role was narrowed for analytical purposes to role expectation (the expression of standards about how and what a teacher should teach). The concept will now be expanded to include two additional aspects: role performance and role complementarity. The other two concepts: power move (the attempt to legitimize one's role and to use sanctions in order to influence the educational objectives of the school) and reciprocity (the willingness to approach diverse views regarding teacher role) will remain the same but will have wider application within the new conceptual structure.

MATERIALS:

The content of the program will be drawn from the case studies used over the last two years--P.S. 1, New York City and Madison Park Elementary School, Phoenix, Arizona--although we will not necessarily limit ourselves to these two situations. The situations with which we have chosen to work are particularly rich in diverse possibilities for exploring our focal question, but we cannot anticipate the precise nature of the "filmable moment." It is feasible though to describe two possible directions that the development of the program might take.

One possibility would center on organizational and substantive change in role expectation and role behavior; that is, one role cannot be changed without affecting or influencing other roles. A second possibility is to explore the diversity surrounding a role other than teacher in the school community. This could be done by using a comparative approach involving two schools.

It should be noted that the context films used in the 1971-72 project, described in an earlier section of this catalog, will provide some if not all of the mediated material for this year's protocols. The decision regarding the format of the other materials will be based upon a field test of the 1971-72 materials during the fall of 1972.

FAR WEST LABORATORY FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

D. C. Berliner

CONCEPT:

Sex Role Stereotyping

Sex role stereotyping consists of standardized, over-simplified conceptions of what behaviors are appropriate to females and males. Sex role stereotyping limits the options made known or available to females and males treated in a stereotypic manner

MATERIALS:

A final decision has not yet been made, but the following films are being considered:

Film 1: Sex role stereotyping by teachers to students.

Film 2: Sex role sterotyping by students to students.

Film 3: Sex role sterotyping by teachers, administrators and other school personnel to one another (with focus on teachers).

The age range in Films 1 and 2 will be grades two through six since much sex role stereotyping originates during this period, and since the nature of the budget makes it necessary to limit the content that will be covered.

A manual will be produced which will be available for gackground material and as an aid to discussion. It will contain transcripts of the films, a review of the literature relevant to the concept, and a discussion of ways the concept could be applied to teaching situations.

INDIANA UNIVERSITY

Dr. David Gliessman

CONCEPTS:

Monitoring Classroom Behavior - Monitoring classroom behavior means to watch over or attend to classroom events with particular attention to those categories of behavior that are related to smooth group functioning.

Task Performance - This refers to the extent of student success in carrying out the tasks expected of them. This concept assumes that students are trying to perform the expected tasks.

MATERIALS:

Teachers monitor multiple classroom phenomena in several settings. Each of the three settings may be depicted in protocol films: 1) a class together in a participating audience mode; 2) a class operating in parallel small groups; and 3) a laboratory situation in which individuals work on their own. Several concepts have been identified for each setting referring to behaviors that are potentially important for classroom management. Some are common to all settings; others are unique to only one. In the protocol films, the Indiana project plans to depict simultaneously more than one behavior.

A unique feature of this year's project will be the absence of all but the most brief written materials. During field test of previous protocol units, it was found that most of the instructors did not use the accompanying written materials. Therefore, it has been decided to attempt the production of a protocol unit that is virtually self-contained within the protocol film.

MICHIGAN STATE UNIVERSITY

Judith Henderson
Bruce Burke

CONCEPTS:

Empathic Responses - Those messages (verbal and non-verbal) that communicate to a receiver that the sender (or teacher in this case) has both perceived and understood the verbal and emotional content that the receiver transmitted earlier. In less technical language, the empathic response simply communicates to another person that you understand what he is saying and feeling. It tells him that you have been listening carefully to him and that you have really "heard" what he has communicated; not only the cognitive content, but also the affective content.

Exploratory Responses - Those messages (verbal and non-verbal that communicate to a receiver that the sender (a teacher in this case) wants to explore the receiver's ideas and/or feelings more deeply. In less technical terms, the exploratory response encourages the person with whom one is speaking to actively and openly explore and elaborate his own feelings and beliefs; rather than passively receive the feelings, beliefs and/or advice of the teacher.

Restrictive Responses - Those messages (verbal and non-verbal) that communicate to a receiver that the sender (a teacher in this case) does not approve of the feelings and/or beliefs the person is transmitting, i.e., they are either inappropriate and/or unjustified and, further, the sender does not wish to elicit any further information from the receiver on the subject. This type of response puts the receiver in the role of a passive learner and frequently leaves him feeling guilty and/or inadequate for having expressed himself as he did. Classic restrictive responses include demands, denigrations, name calling, threats, sarcasm, etc.

Avoidance Responses - Those messages (Verbal and non-verbal) that communicate to a receiver that the sender (a teacher in this case) does not wish to concern himself with what is being said to him. The avoidance response tells the receiver that either the teacher did not really hear what was being said at all, or that he simply chooses to not be responsible for, or responsive to the other person's concerns or feelings Classic avoidance responses include scapegoating, blaming ignoring, withdrawing, changing the subject, etc.

MATERIALS:

A series of eight film clips will be produced. The films will be 16mm black and white and approximately five minutes in length. The accompanying guides will contain a script of the vignette, concept definition, description of key attributes, literature references and quotations, and questions on the concept.

OHIO STATE UNIVERSITY Dr. Frank Zidonis

The materials to be produced during this year will complement and extend the work in the language of children done during the previous years. The Ohio State project operates upon a different cycle than the other projects, which placed it at the planning rather than production stage when this catalog was being complied.

CONCEPTS:

Semantic Acquisition - the process by which children acquire meanings for word.

Specific Semantic Structures - there is a range of structures from which the project will select particular aspects.

Linkage Between Semantics and Syntax - both semantics and syntax come into play when dealing with the task of reading. This concept will most likely be one which is developed.

Related Teaching Concepts

A. Eliciting oral responses

B. Questioning strategies

MATERIALS:

The specific choices of media have not been made for particular concepts. However, it has been decided that some combination of 16mm film, filmstrips, and audio tapes will be used. Instructor's guides, participants guides and assessment instruments will accompany the media.

Two areas for which there are long range plans being made are:

1. Children's Acquisition of Written Language

2. Acquisition of Register

TEACHING RESEARCH

Rod E. Myers

CONCEPT:

The concepts which will be dealt with during the 1972-73 production year have been described in an earlier section of this catalog. The concepts for 1971-72 and 1972-73 form a package which is best described and understood as a complete unit.

UNIVERSITY OF COLORADO Celeste Woodley

CONCEPT:

Role Conflict - Role Conflict is a condition that results from the requirement of simultaneous enactment of polarized expectations held by or presumed to be held by persons of a subject population for the behavior of an object person.

Conformity - Conformity is a behavioral response modified to fit expectations held by, or behaviors of, significant others who may or may not have consciously employed a strategy to bring about behavioral adaptation.

Sanctioning - Sanctioning is a behavior strategy engaged in with the intent to achieve change through reward or punishment in some other behavior, the direction of desired change generally, but not necessarily, being toward increased conformity with a prevailing expectation. Rejection of the use of sanctioning is also sometimes used as a strategy for conformity.

Role Behavior - Role Behavior is the pattern of conduct or action which is characteristic of persons in a context. The observable criteria for role behavior are those actions and words of a person, in a particular situation, which represent how he interprets the position he occupies in a group or organization and how he thinks he ought to behave.

Prescriptive Role Expectations (Norms) - Prescriptive Role Expectations are a set of cognitions, expressed as demands, pertaining to characteristics (performance and qualities) of an object person, including oneself.

Social Position - Social Position is an agreed-upon classification for persons who have one or more characteristics in common and a term with which they are identified. Social positions are embedded in a social structure, and serve as links between the role behavior and the social system itself.

MATERIALS:

The medium selected for Role Conflict is filmstrip with accompanying audiotape. For all other concepts a choice will be made of either 16mm color film, filmstrip with audiotape, or some combination of the two. Guides and other written materials will accompany the media.

UNIVERSITY OF SOUTHERN CALIFORNIA

Patricia Heffernan-Cabrera
William John Tikunoff

CONCEPT:

Respect - The acceptance and facilitation of the expression of another's emotions, experiences, understandings, and skills; i.e., one respects another when he stimulates and facilitates the activity of another by decreasing the volume of his own participation while continuing his support.

Supportiveness - The facilitation and sustaining of the expression of another's emotions, experiences, understandings and skills; i.e., one supports another when he evinces positive affect toward another's verbal or physical acts and structures audience and setting to facilitate them.

Sharing - The communication to another about the content and structure of one's own emotions, experiences, understandings and skills; i.e., one shares when he tells about his own feelings and experiences, or teaches another his skills and understandings.

DESCRIPTION OF MATERIALS:

The proposal is to record on 16mm film instances of behavior which illustrate affective instructional interaction in the classroom. The instances of behavior will be illustrative of the concepts of RESPECT, SUPPORTIVENESS, and SHARING. These concepts grow out of investigations by Alfredo Castaneda (Stanford) and Manuel Ramirez III (University of California at Riverside) of three personality characteristics of the Spanish speaking child; i.e., Incentive-Motivational style, Human Relational style, and Cognitive style. A configuration of these behaviors for Protocols 1972-73 is as follows:

CONCEPT: (Respect, Supportiveness, Sharing)

	OVERT	COVERT
Emotions		
Experiences		
Understandings		
Skills		

UTAH STATE UNIVERSITY Walter R. Borg

CONCEPT:

Protocols on Classroom Management

Withitness - (Timely and focused use of desists) - the teacher demonstrates by his behavior that he knows what is going on in the classroom.

Overlapping - When confronted with two matters that must be dealt with at the same time, the teacher attends to both matters simultaneously, (as opposed to dealing with one issue and ignoring the other).

Smooth versus Jerky Management of Transitions - Jerkiness refers to perceptible actions initiated by the teacher which produce stops or jarring breaks in the activity flow.

Slowdowns - (momentum) - teacher behaviors that clearly slow down the rate of movement in a classroom interaction situation (such as a discussion or recitation).

Group Alerting - teacher behaviors which keep children alert during a recitation task.

Accountability - the degree to which the teacher holds children accountable for their task performance during recitation or discussion.

DESCRIPTION OF MATERIALS:

The product of the project will consist of six protocol packages each dealing with one of the aforementioned concepts. Each package will contain a protocol film designed to illustrate the concept, and focus the learner on critical aspects of the concept, a student guide, a teaching guide, and evaluation tools. The protocol packages developed will be appropriate for use in nearly all teacher training institutions since they deal with basic concepts of classroom management.

Each package will be developed using a rigorous research and development cycle in which the following steps are included: (1) A prototype protocol package will be developed; (2) The prototype will be field tested with a minimum of 20 pre-service teacher education students; (3) Based on the field test, the package will be revised; (4) The revised package will be again field tested with a sample of 60 pre-service teacher education students; (5) Specific criteria will be established for each package and learner performance will be measured to determine how well each protocol package meets its performance objectives.

APPENDIX: MASTER COORDINATE SYSTEM

MASTER COORDINATE SYSTEM

COMPONENTS OF THE GENERAL PLAN

In order to develop protocol materials in an orderly way it is necessary to follow a general plan. The plan should be as comprehensive as possible and free of doctrines about what teachers are to be prepared to do and how they are to be prepared to do it. If these conditions are satisfied, those who are engaged in teacher education would be able to take part in a national effort to develop materials without being framed by theories and doctrines to which they cannot subscribe.

The general plan consists of two basic interrelated components or sub-plans: one for the pedagogical domain and one for the basic fields of knowledge. Each sub-plan will be presented in the form of a coordinate system comprised of three dimensions. Essentially, protocol materials to be developed in the pedagogical domain should be concerned with the act of teaching and of learning, with the behavior of teachers, learners, and of teachers and learners in interaction. In contrast, protocol materials in the domain of basic fields of knowledge should be concerned with the content of what is taught--or, more specifically, with knowledge about the knowledge that is taught.

The protocol materials to be developed in either plan should be seen initially in terms of the master coordinate system for that plan (see Figure 1 and 5). That is, in the pedagogical plan, a decision should be made about the levels, behaviors, and settings to be portrayed in the protocol materials. In the basic-fields-of-knowledge plan, decisions must be made about the levels, types of knowledge about knowledge, and areas of knowledge to be portrayed in the protocol material. Following this procedure will help "chart" the kinds of protocol materials needed as part of a large scale effort in developing a variety of such materials.

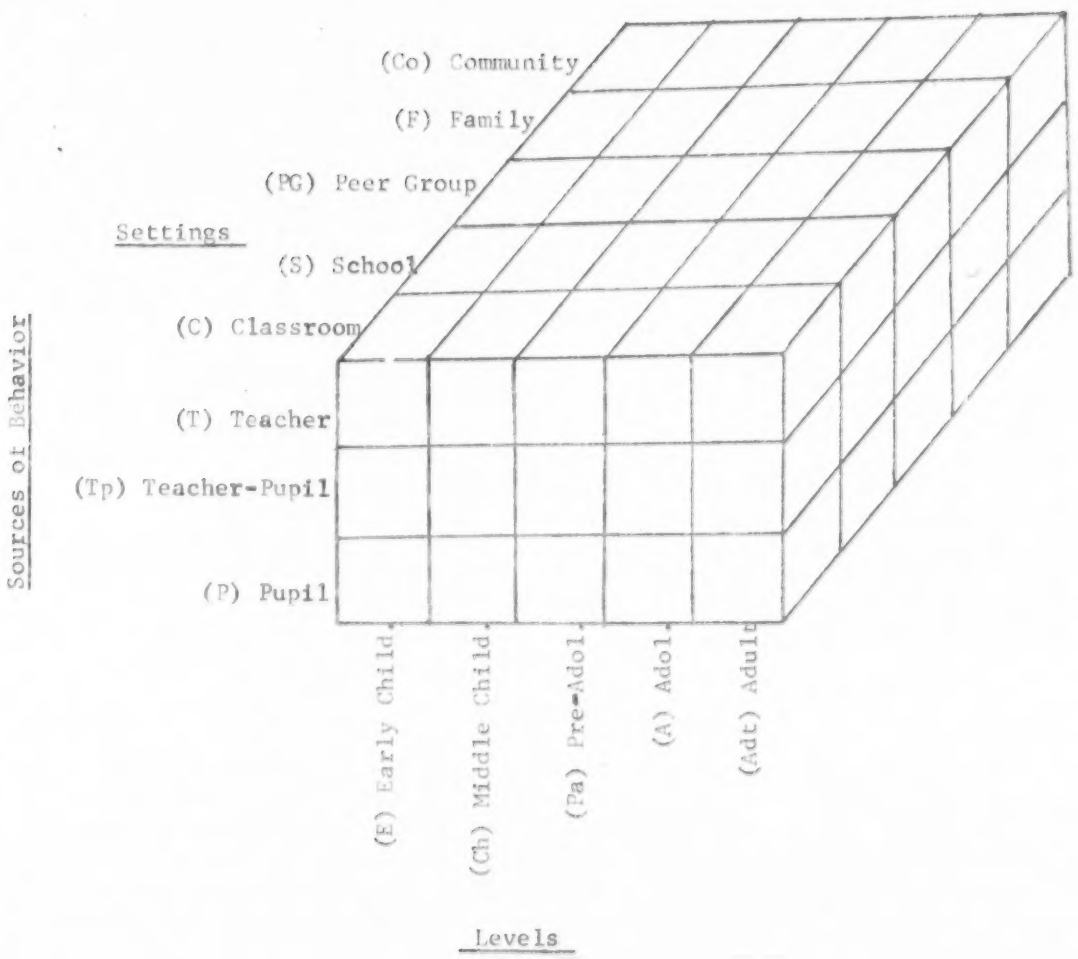
PEDAGOGICAL PLAN

The pedagogical plan is a coordinate system comprised of three generic categories: setting; level; and behavior. These terms will be defined later, but for immediate purposes "setting" refers to the context in which behavior occurs, "level" stands for the stage of a person's general development, and "behavior" for observable activities. Figure 1 depicts the system which is described in detail in the pages following.

In order to indicate the various types of protocol materials that can be developed in accordance with the master plan, it is necessary to derive subordinate systems. These will be set forth after the master plan has been presented. The categories and sub-categories in the system below are purposely general. The lack of specificity under the

Figure 1

Master Coordinate System of Settings, Behaviors, and Levels



categories "Teacher-Pupil" or sub-category "Instructional: Skill," for example, allows the developer a high degree of flexibility in deciding upon the specific behaviors he wishes to record. It should be remembered that the categories are intended to help assure an adequate coverage of settings, behaviors, and levels in the protocol materials to be developed in all projects taken collectively. They are not intended to be a framework for retrieval or for dissemination of materials.

1. Definitions

The major categories are named in Figure 1. We shall first define the kinds of settings, and then the kinds of levels, and finally the sorts of behaviors.

A. Settings. We shall use the term "setting" to designate the context from which the protocol material is taken.

(1) Classroom. Any room in a school building in which the activities carried on are intended to promote learning, or more generally, any place where the activities are conducted with that intention.

(2) School. Any establishment for teaching and learning.

(3) Peer Group. A number of individuals of approximately the same age forming a recognizable unit either in school or out.

(4) Family. Any group made up of parents and their children.

(5) Community. The people who live in a district or city under the same laws and institutions.

B. Levels. We shall use the term "level" to refer to the period or phases of a person's growth from birth to adulthood.

(1) Early Childhood. The period from infancy to the time the child begins school.

(2) Middle Childhood. The period between early childhood and the beginning of adolescence. Roughly, the elementary school years.

(3) Pre-Adolescence. The transition period between middle childhood and the adolescent period. Roughly, the junior high school years.

(4) Adolescence. The period immediately preceding adulthood. Roughly, the high school and early college years.

(5) Adult. Post-adolescent years.

C. Sources of Behavior. We shall use this expression to refer to the observable actions of a person, verbal and non-verbal.

(1) Teacher Behavior. Any behavior that a person exhibits as he engages in performing the tasks of a teacher, such as questioning, explaining, assigning, conferring, and managing a classroom or as he takes part in extra-classroom activities.

(2) Teacher-Pupil Behavior. Any behavior that involves interaction between a pupil and a teacher.

(3) Pupil Behavior. Any behavior that a child or adolescent exhibits as he attempts to meet the situations that face him from moment-to-moment throughout the day.

2. How to interpret the Master System.

By identifying each category with code letters, we can indicate each three-dimensional cell. In Figure 1, letters CAT identify a cell. The first of the three letters (C), stands for the kind of setting, the second (A) for the level of development of the pupil, and the third (T) for the source of the behavior. The protocol materials for this cell would consist of reproductions of teacher behavior in classrooms at the high school level. By the same token, the protocol materials that depict pupil behavior at the adolescent level in a family setting can be indicated by the letters FAP.

SUBORDINATE SYSTEMS

1. How the Sub-Cells Were Derived.

The subordinate systems in Figures 2, 3, and 4 result from expanding each of the behavior categories in Figure 1, while leaving the "setting categories" and the "level categories" unanalyzed. In Figure 2, category P has been expanded into behaviors that allow the development of protocol materials to show the social, personal, and cognitive development of pupils. In Figures 3 and 4 respectively, categories Tp and T have been expanded into kinds of teacher behavior. Figure 3 represents a model in which teacher-pupil behavior is included, while Figure 4 represents teacher behavior as he interacts with peers and others.

2. Definitions.

The definitions of "levels" and "settings" and their sub-terms for Figures 2, 3, and 4 are the same as the definitions of these terms and sub-terms for Figure 1.

A. Types of Behavior in Figure 2.

(1) "Cognitive behavior" refers to the behavior or pupils that entails the acquisition of knowledge: perceiving, conceptualizing, inferring, classifying, etc.

Figure 2

Expansion of P Category for all Settings and Levels

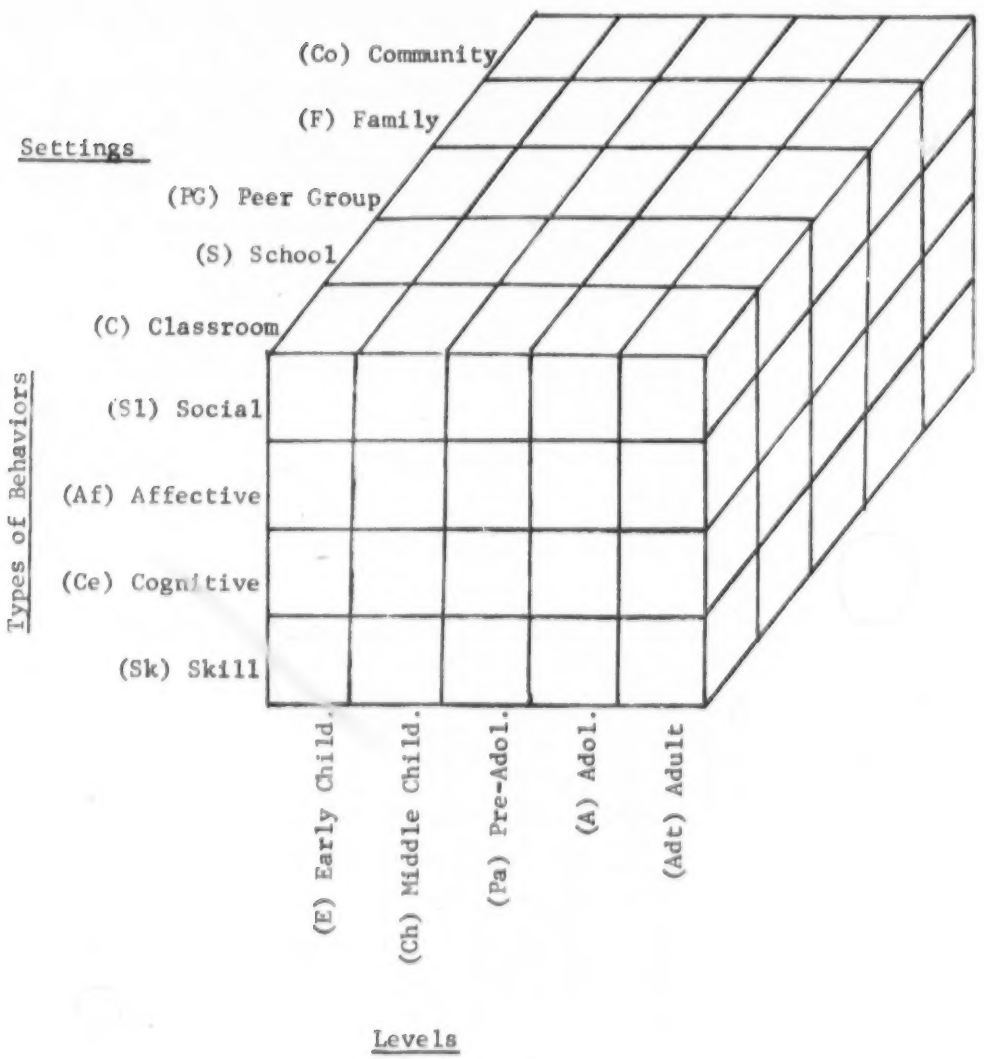


Figure 3

Expansion of T-P Category for all Settings and Levels

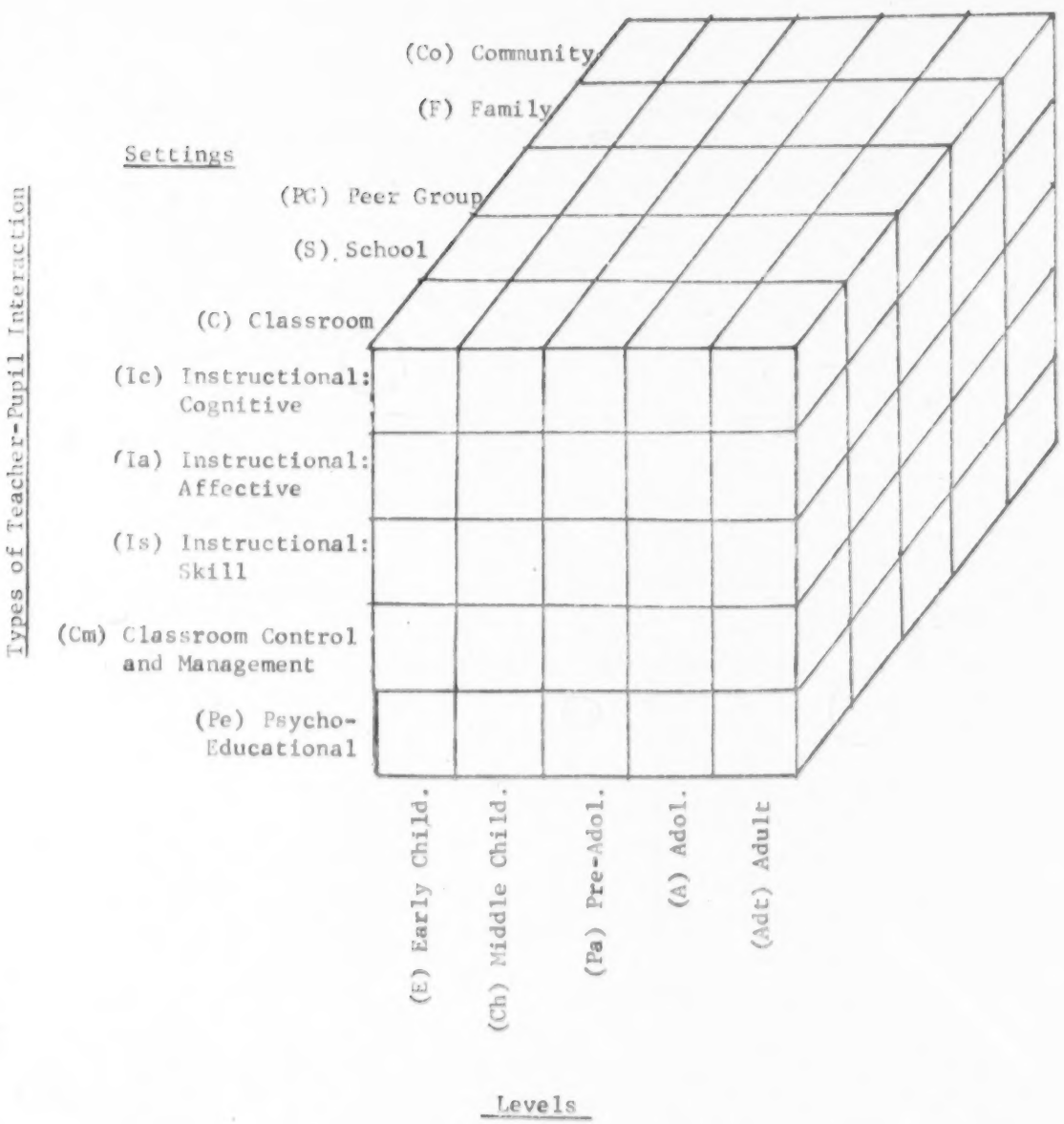
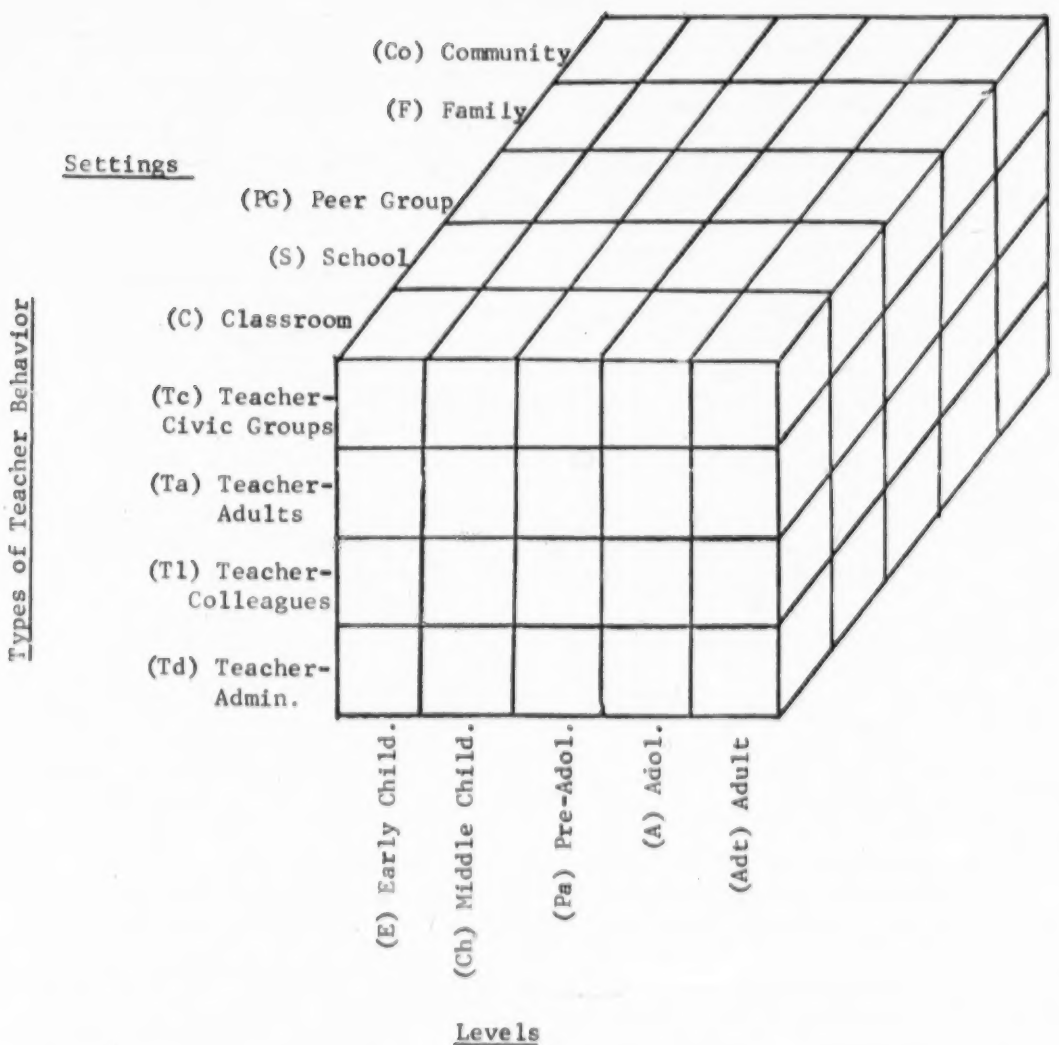


Figure 4

Expansion of T Category for all Settings and Levels



(2) "Affective behavior" refers to pupil behavior in the areas of motivation, valuing, commitment, personal choice, etc.

(3) "Social behavior" refers to pupil behavior characterized by such processes as social cooperation, competition, authority relationships, etc.

(4) "Skills" refers to such cognitive or psycho-motor behaviors as spelling, penmanship, typing, woodworking, gymnastics, etc.

B. Types of Teacher-Pupil Interaction in Figure 3.

(1) Instructional: Cognitive--Interactions in the cognitive realm, such as coveying information, building concepts, explaining, diagnosing of difficulty in understanding.

(2) Instructional: Affective--Interactions in the affective realm, such as motivating, attitude formation and reformation, influencing techniques.

(3) Instructional: Skill-Interactions in the realm of cognitive skills (such as work analysis, spelling) and physical-coordinative skills (such as typing, woodworking, gymnastics).

(4) Classroom Control and Management--Interactions involving classroom control and discipline, especially social and physical control.

(5) Personal-Social Development--Interactions involving personal development of pupils in such areas as responsibility, personal concerns, social relationships.

C. Types of Teacher Behavior in Figure 4.

(1) The expression "Teacher-Civic Groups" refers to the behavior of one or more teachers in community groups where educational policies, programs, etc., are being considered; parent-teacher groups, open sessions of Boards of Education, special interest groups, etc.

(2) "Teacher-Adults" is used to refer to the behavior of a teacher in conference with a parent, or other adults of the community about the education and welfare of pupils.

(3) "Teacher-Colleagues" refers to teacher behavior in situations involving other teachers, school psychologists, social workers, or counselors where pupil problems, school programs, etc., are being considered.

(4) "Teacher-Administrators" is used to refer to teacher behavior in conference with principals, supervisors, department heads, and the like.

3. How to Interpret the Subordinate Systems.

Using the code letters of each category, we can see by references to Figure 2 that protocol materials that depict cognitive behavior at the pre-adolescent level in a classroom can be indicated by the letters CPaCe. In Figure 3, protocol materials showing concept building at the pre-adolescent level can be designated by CPaIc. In Figure 4, protocol materials that depict teacher behavior in a civic group concerned with high school pupils in the community can be designated by CoATc.

It should be noted that there are no empty cells in category P, Figure 2, because each type of pupil behavior can be studied in every setting for each level of development. Nevertheless, it is likely that some types of behavior are more appropriately studied in some settings than in others. For example, cognitive behaviors can be studied perhaps more appropriately in the school room or family than in the broader community setting.

The Teacher-Pupil category, Figure 3, may have a number of empty cells. This is so because teacher-pupil interaction is typically limited to classroom and school settings. All the cells bounded by peer group, family, and community dimensions are likely to be empty.

Likewise, there are empty cells in category T, Figure 4. For example, no protocol materials are likely to be developed in cell PgETc because Teacher-Civic group behavior is not ordinarily exhibited in pupil peer groups. It is easy to identify other empty cells in Figure 4 by the same criterion.

PLAN FOR THE BASIC FIELDS OF KNOWLEDGE

The term "basic fields of knowledge" is used to refer to all subjects of instruction except those in pedagogy. It covers vocational and technological subjects, arts, and the conventional disciplines such as physics, history and mathematics. The plan set forth here provides for the development of protocol materials to teach certain things, not ordinarily taught in courses, about the content of these subjects. For example, the content of a course in history may be biased against a minority group or it may be composed of certain elements of knowledge--concepts, values, generalizations--and yet the teacher-in-training may miss these aspects. The development of protocol materials will help to provide instruction in these neglected aspects of the subjects of instruction.

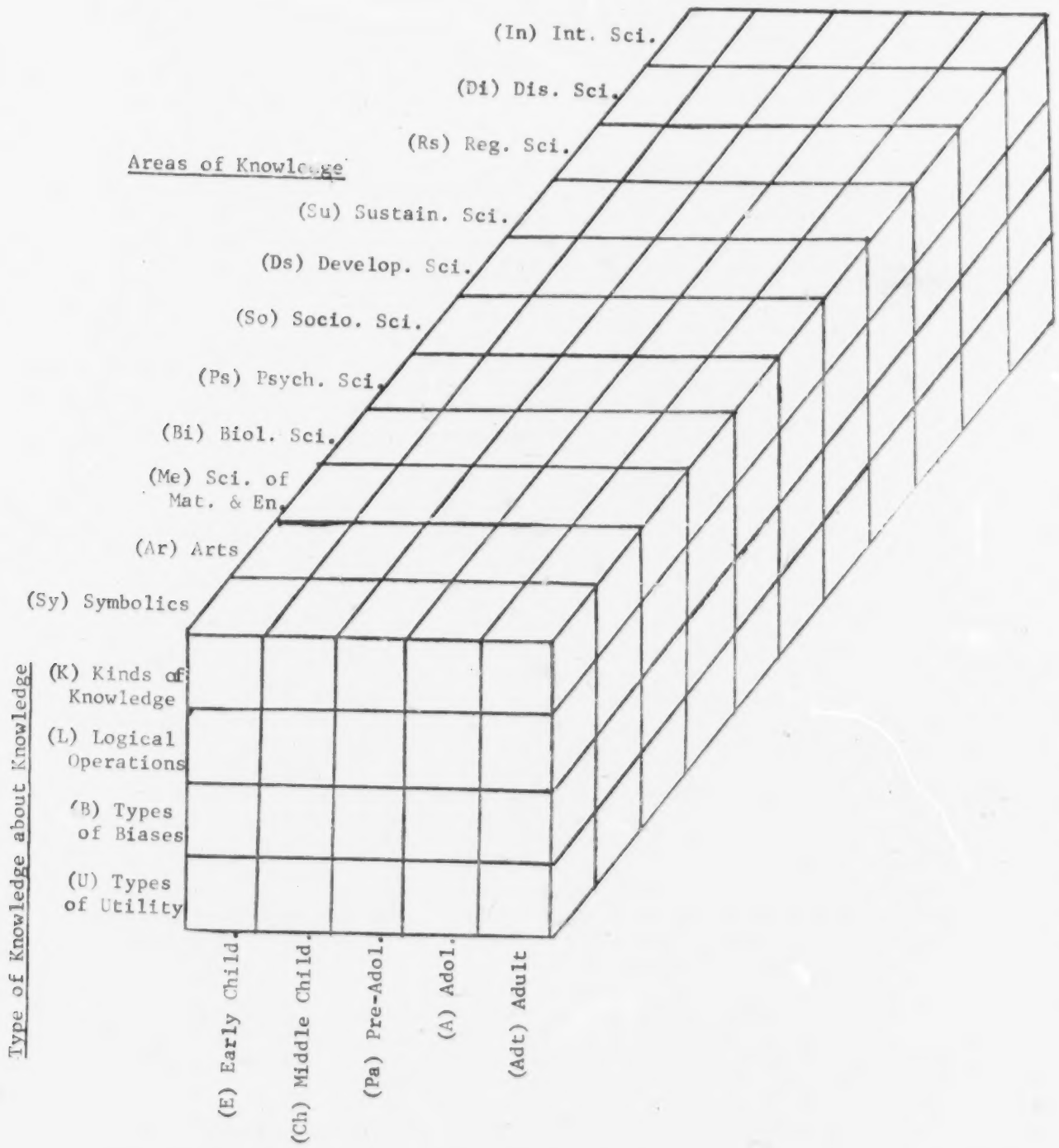
The basic-skills-of-knowledge plan is a system of coordinates made of three generic categories: Areas of Knowledge, Levels, and Types of Knowledge about Knowledge. Figure 5 represents this system's coordinates. The expressions used in Figure 5 are defined below.

1. Definitions.

We shall give the uses of the expressions "Areas of Knowledge" and "Types of Knowledge about Knowledge" and then define the terms designating the sub-categories.

Figure 5

Master Coordinate System of Areas of Knowledge, Knowledge about Knowledge, and Levels



A. Areas of Knowledge. This expression is used to refer to the various classes of arts and sciences. (Over 350 subjects are offered in the public schools. To represent these in a three-dimensional grid requires that they be reduced to a few categories, as is attempted in the following definitions adapted from Tykociner's Zetetics.)

(1) Symbolics. This is an area of knowledge that includes language arts, mathematics, and logic.

(2) Arts. This term is used to refer to the area that includes dramatics, graphic arts, music, painting, sculpture, literature, industrial design, choreography, and architecture.

(3) Science of Matter and Energy. This group is made up principally of physics and chemistry, but it also includes astronomy, geology (earth science), and mineralogy, all of which are unified by the principle of equivalence of matter and energy.

(4) Biological Sciences. This group treats living things, as exhibited in growth and reproduction. It includes botany, zoology, morphology, genetics, and cytology, and is related to 3 above by biophysics and biochemistry, and to psychological sciences by physiology.

(5) Psychological Sciences. This term is used to refer to the sciences of behavior of living things. It includes principally individual psychology, group psychology, and social psychology.

(6) Sociological Sciences. This group includes the sciences which deal with the various facts about, and forms of, group life--demography, geography, social institutions and ethnology, and is related to the historical studies by anthropology.

(7) Developmental Sciences. This group is comprised of those disciplines which are concerned with the past, including cosmic evolution and history and pre-history of cultures. Among these are cosmogony, certain aspects of geology and biology, and the history of mankind.

(8) Sustaining Sciences. The aim of all these studies is to maintain life and to advance its welfare. This group includes health, physical education, public hygiene, and, at a more sophisticated level, agriculture, medicine, engineering, and technologies (manual arts, home economics, metal working, and other vocational subjects).

(9) Regulative Sciences. These are the areas of knowledge that are concerned with sustaining cooperation among men as they strive to satisfy their individual and collective needs. They attempt to keep the various elements of society adjusted to one another. Among these sciences are economics, political science, jurisprudence, and management (Business Education.)

(10) Disseminative Sciences. This group includes those sciences which are concerned with the task of transmitting information accumulated from generation to generation. Among these are library science, pedagogy, and journalism.

(11) Integrative Sciences. These studies attempt to bring knowledge to bear upon such questions as consistency of knowledge, man's purpose, and his destiny. Among these disciplines are philosophy theology, and ideologies.

B. Levels. This term has been defined on page 93.

C. Types of Knowledge about Knowledge.

(1) Kinds of Knowledge. This term refers to the epistemological elements of instructional content such as laws, concepts, rules, values, procedures and facts.

(2) Logical Operations. By this expression is meant logical relations and such operations as defining, explaining, classifying, and valuing.

(3) Types of Biases. This term refers to adherence to a point of view in the selection and interpretation of the content of instruction. (In some cases, the point of view may be socially neutral as in the so-called new math, or in the different approaches to biology, chemistry, and physics. In other cases, it may be socially deleterious. For example, biases about races, social classes, labor, management, and the like, can be injurious to the well-being of certain groups or to the public welfare.)

(4) Types of Utility. This expression refers to the uses to which the various kinds of knowledge and logical operations can be put by pupils and adults as they carry on the normal activities of life. For example, knowledge may be used in repetitive, associative, applicative or interpretive ways or in making decisions or in justifying actions.

2. Settings.

It should be noted that the "setting" category has been replaced in the basic fields schema by the category--"Areas of Knowledge." This means that no settings are indicated for the development of protocol materials in Figure 5, for "Areas of Knowledge" are not settings but realms of content.

In what settings may materials concerned with the content of instruction be developed? A few settings are suggested here as examples. Some may be taken from the classroom. Others from public school textbooks, and still others from newspapers, magazines, and radio and tele vision broadcasts. For example, protocol materials to show the utility of certain elements of scientific knowledge may be taken from articles

in newspapers where such knowledge is being used. The analysis of the protocols would attempt to show how the knowledge is used in an article as wellas how the reader uses his own knowledge as he reads it. Similarly, protocol materials to depict elements of knowledge--concepts, values, generalizations, etc.--in history may be taken from classroom discourse where the content of history is being discussed. The analysis of the protocols would help the teacher-in-training to identify the elements as they appear in teacher pupil-interaction.

3. How to Interpret the Basic-Fields-of-Knowledge Plan.

Protocol materials developed to show how economic knowledge studied in high school is used in out-of-school life are placed (Figure 5) in cell RsAU. Similarly, materials that are to be used to show the racial biases of classroom discourse in a junior high school course in history are placed in cell DsPaB. If protocol materials are developed to show the elements of knowledge in elementary shcool geography, they would be located in cell SoChK. Other materials can be distributed in their proper cells by reference to the various categories in Figure 5.

ILLUSTRATIONS OF THE USE OF THE MASTER COORDINATE SYSTEMS

It might be helpful to illustrate the use of each of the two master coordinate systems, that in the pedagogical domain and that in the basic-fields-of-knowledge domain, by citing the development of two fictitious protocol projects, one for each of the domains above.

1. A Proposed Project in the Pedagogical Plan.

A developer decides, in terms of his own criteria, that protocol material is needed to provide experience in the interpretation of group relationships in the classroom. He must first decide upon the precise group concepts that he wishes to have reflected in his protocol material. He next defines the concepts of reference group, group norm, and group reinforcement. He must then decide upon the level at which his protocol material will be made. Since group relationships are so significant at the adolescent level, he decides to develop material portraying students in interaction at the high school level. Thus, in Figure 1, he has chosen to work at the adolescent level (A). He has, of course, already decided upon the source of behavior in Figure 1--pupil behavior (P) since it involves relationships among adolescent students. He next must decide upon the setting for this interaction. He vacillates between showing this interaction in the peer group outside of school or in the classroom. Because he is anxious to have this interaction directly related to teaching, he decides upon the classroom as a setting. He has chosen the classroom category (C) in Figure 1.

He next must decide more specifically on the kind of behavior that he wants to occur. Since he is dealing with pupil behavior, Figure 2 in which pupil behavior is further specified, is most pertinent for him.*

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*Figures 3 and 4 are not pertinent because they deal with refinements of teacher behavior and of teacher-pupil interaction.

In considering the possible pupil behaviors, he decides that both the affective (AF) and social (SI) aspects of behavior are likely to be involved in the type of group interactions he intends to portray. These, then, are the types of behaviors which will be significant in his protocol material.

In this process of planning by the coordinate system, the developer of protocol materials has become highly specific about the concepts, the levels, the settings, and the types of behavior that his material will portray. In turn, such specification will aid in the national effort to develop a variety of protocol materials without extensive overlapping and repetition.

2. A Proposed Project in the Basic-Fields-of-Knowledge Plan.

A professor of education becomes concerned about the kinds of biases (racial, social class, etc.) that are often reinforced in the public schools. He particularly wants his teachers-in-training to become aware of the frequency with which teachers unintentionally convey biases to students in their classes. Referring to Figure 5, he may first decide upon the area of knowledge in which such biases are likely to be conveyed. The sociological area would be an obvious choice, but the systematic presentation of certain biases through the selection and discussion of literary material interests him more. Thus, he has decided on the symbolic category (Sy) as the area of knowledge the teaching of which will be portrayed in his protocol material. He next decides that he would like to show this at the elementary level when many biases are being formed. Thus, he selects the level of middle childhood (Ch). He has, of course, already determined that types of biases (B) will be the knowledge about knowledge that will be portrayed in his protocol materials.

Once again, the developer of materials has necessarily and desirably become highly specific about the dimensions that will be portrayed in his protocol material. Once again, this will help future developers to determine what areas in the basic-fields-of-knowledge plan still have not been sufficiently developed in the form of protocol materials.

PRIORITIES IN THE PEDAGOGICAL PLAN

Since the cells that include teacher-pupil interaction in the classroom at all levels are primarily those in which most teaching problems fall, these cells are given top priority. The second priority is given to any of the remaining cells in the pedagogical plan, but with the provision that not more than 20 per cent of new projects can be assigned to the second level.

Priority Level	Setting	Behavior	Level
1	Classroom (C)	Teacher-pupil (Tp)	All levels
2	Peer-group (Pg)	Pupil (P)	Any (E,Ch,Pa,A,Adt)
2	Family (F)	Pupil (P)	Any (E,Ch,Pa,A,Adt)
2	School (S)	Teacher (T)	Any (E,Ch,Pa,A,Adt)
2	Community (CO)	Teacher (T)	Any (E,Ch,Pa,A,Adt)